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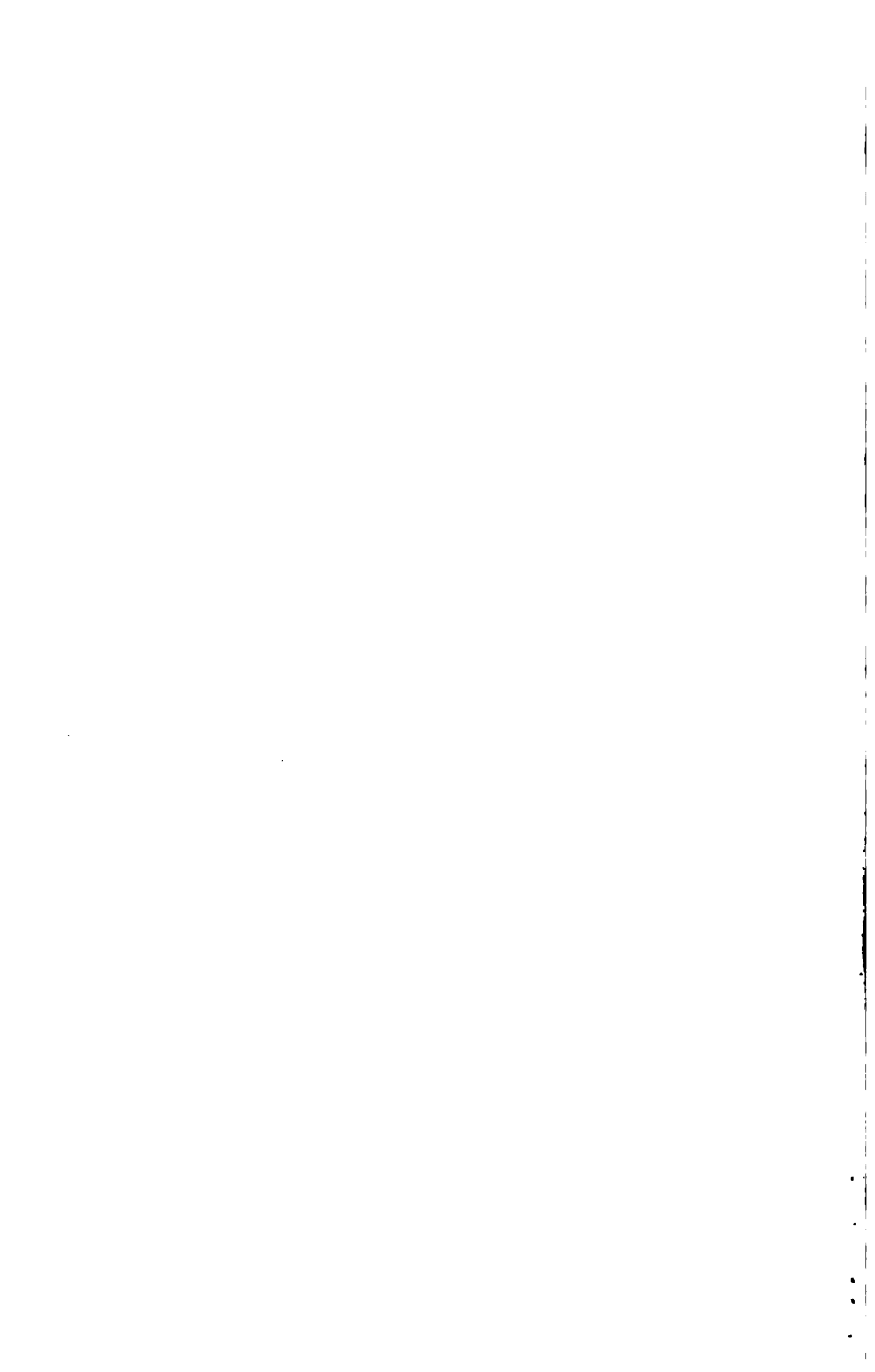


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CLASSICAL ASSOCIATION
OF ENGLAND AND WALES

1906

WITH RULES AND
LIST OF MEMBERS

LONDON

JOHN MURRAY, ALBEMARLE STREET, W.

1906

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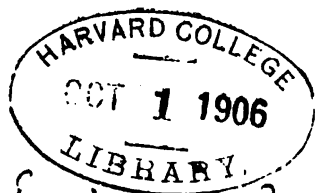
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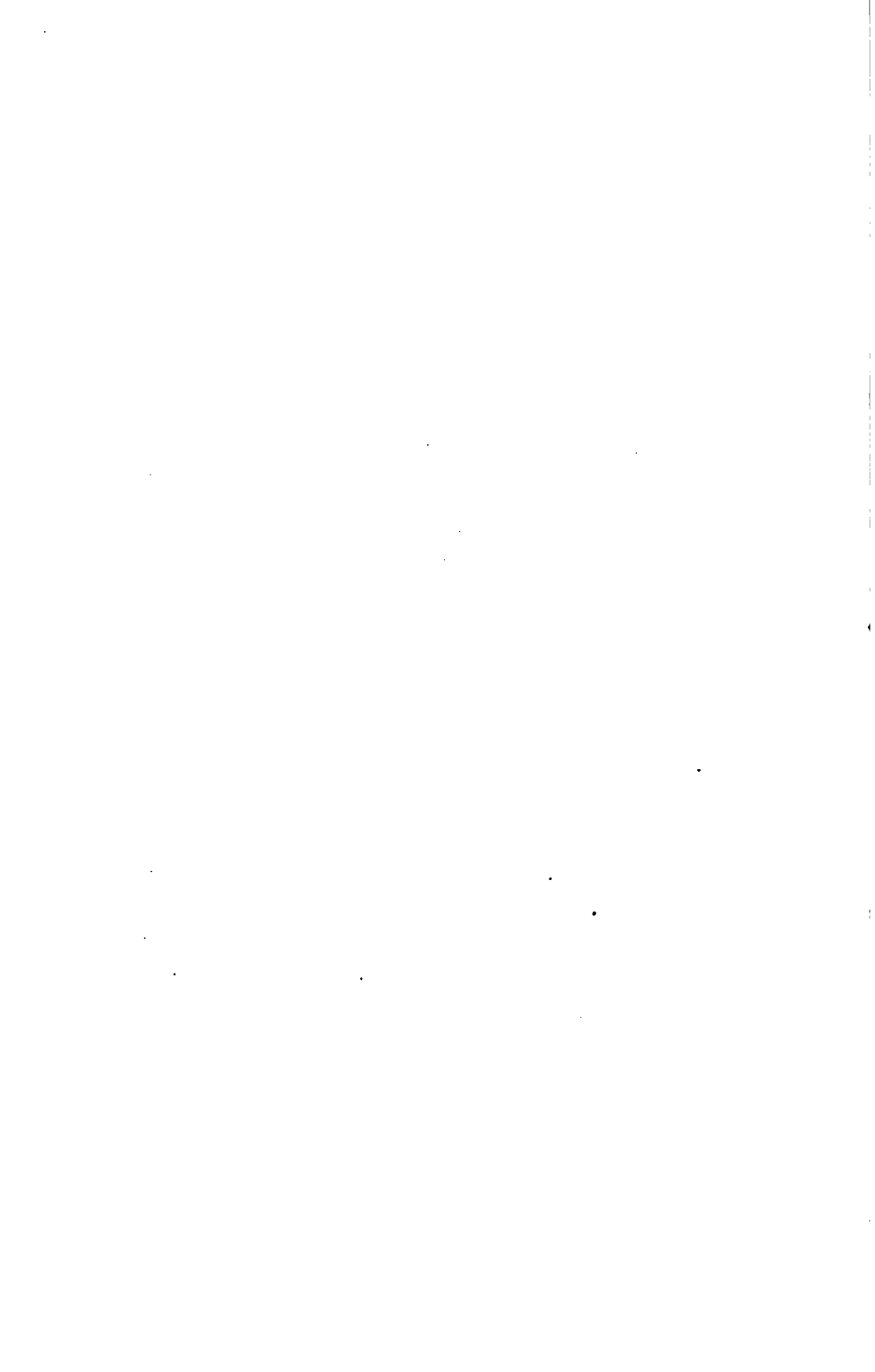
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THIRD GENERAL MEETING, LONDON, 1906

FRIDAY, JANUARY 5TH

THE first session of the Association was held in the Hall of KING'S COLLEGE at 8 p.m. In the absence of the President (the Earl of HALSBURY), Mr. S. H. BUTCHER took the Chair.

The minutes of the last meeting were read by Professor J. P. POSTGATE (Honorary Secretary), and confirmed.

The CHAIRMAN.—Ladies and gentlemen, hardly six or seven weeks ago the Council welcomed with gratitude and satisfaction a letter from Sir Richard Jebb, in which he consented to be nominated at this meeting for the office of President. Now we all lament his death. The grief felt by the Classical Association is shared by the whole world of letters and scholarship. Striking expression has already been given by many bodies to the profound sense of public loss; and our own outgoing President, the late Lord Chancellor, wrote immediately to Lady Jebb conveying to her our deep sympathy and sorrow. Not a few of us here to-day can claim to have been personal friends of Sir Richard Jebb, and what it is to have been the friend of a man so lovable and so beloved I cannot trust myself to say. Many of us in the old days at Cambridge attended his famous Sophocles lectures, and all of us have been in some sense his disciples. Even those who did not come within the circle of actual friendship will yet cherish his memory with personal affection, feeling that to him they owe a priceless debt of gratitude for opening up to them with new and rich delight various regions of Greek literature, and enlarging their whole conception of what

classical learning can become. As an interpreter of Greek literature he had a mind of exquisite delicacy and insight. As a critic of the text and a textual emendator he had a sort of instinct of divination. He had also a luminous power of literary exposition. Take his Sophocles or Bacchylides and work out with him any vexed problem of interpretation, and you have before you a candid and comprehensive survey of the best that could be said on this and that side of the question. No factor of importance is omitted: all enters into the account; his judgment is not warped by any love of special pleading or by a commentator's desire to commend unduly some pet theory of his own. He frankly notes points that tell against him. If you dissent from his final summing up you do so with the utmost diffidence and misgiving, and probably feel that you are wrong after all. In any case, it is he himself who has furnished the well-ordered array of facts and arguments on which you base your independent conclusion. I doubt whether any critic could be named who has combined such brilliancy and divining skill with so large and sane and sympathetic a judgment. Sir Richard Jebb also possessed a unique gift of felicitous translation into Latin and Greek. The greater the difficulty of the task, the more triumphant the ease with which he seemed to accomplish it. He gave you the very soul of the thing translated. His own manner was strictly classical and yet highly individual, and his flexibility of style adapted itself to the widest range of literary forms, both in prose and in verse. In the whole history of scholarship I venture to believe that in this field of beautiful composition he will be found to stand without a rival. The splendour of some of his higher flights in Greek verse might almost incline us to forget the wonderful beauty of many of his Latin renderings. Yet who can fail to recall such lyrics—to take two instances that spring to one's memory—as his version of Keats' poem, "In a drear-nighted December," or of the canto of *In Memoriam*, "Dost thou look back on what has been?"? In its literary quality his mind was of the peculiarly Attic

order. You see it even in his writing of English. There is that air of high-born distinction and yet of simplicity. The instrument of language which he wields is a fine blade, and he uses it with temperate strength and a quiet reserve of power. It is a style clear-cut, restrained, and sometimes almost austere. The tone is never forced. Yet he can kindle into eloquent and glowing speech whenever the nature of the theme demands such emotion. He was in the best sense an *anima naturaliter Graeca*. His writings will remain an abiding monument of a great scholar and a great humanist. In their harmonious completeness and perfection of form, in their critical exactness, and, above all, perhaps, in a certain penetrating quality of sympathetic interpretation, they embody the very spirit which is our ideal of classical culture, the spirit in which we members of the Classical Association hope that the study of the classics, inspired by his example, may long continue to be pursued.

Professor E. A. SONNENSCHIEIN (Honorary Secretary) then moved the adoption of the report of the Council, which he read:—

“In presenting its report to the General Meeting, the Council desires to draw attention to the progress of the Association’s work, and to various important extensions of its field of activity during the year January to December, 1905.

“The Council records with deep regret the loss by death of two of its Vice-Presidents, Dr. D. B. Monro, late Provost of Oriel College, Oxford, and more recently Sir Richard Jebb, O.M., M.P., Regius Professor of Greek at Cambridge, whom it had been the intention of the Council to propose to the Association for election as President for the ensuing year. The death of two scholars of such eminence is a severe blow, not only to the two older Universities of which they were conspicuous ornaments, but also to the cause of classical scholarship in this country in general.

“The vacancy created by the death of Dr. Monro has

been temporarily filled up by the election of the Rev. Dr. Gore, Bishop of Birmingham, who has also accepted the position of President of the newly formed Birmingham and Midlands Branch of the Association.

"The Council has also lost the services of one of its members, the Rev. Dr. Chase, who has resigned his seat owing to the pressure of work involved by his elevation to the See of Ely.

"The membership of the Association shows a steady increase, standing now at 1,058, of whom 158 have joined during the past year.

"A proposal to change the name of the Association, by the omission of the words 'of England and Wales,' will be submitted to the General Meeting with the approval of the Council.

"The Council presents herewith the report of the Finance Committee, and also reports of the two following Committees, appointed by the Council in accordance with resolutions passed at previous General Meetings:—1. The Latin Spelling Committee (appointed July, 1904, 'to consider the spelling and printing of Latin texts for school and college use'). 2. The Investigations Committee (appointed March 18th, 1905, 'to consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation').

"A Committee was also appointed (March 18th, 1905), in accordance with the following resolution of January 7th, 1905: 'That the Council be requested to nominate a representative Committee to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved, the Committee to report to the Association at the earliest possible opportunity.' This Committee (spoken of as the Curricula Committee) has issued an interim report, and will present it to the Association at the General Meeting.

"A Committee has also been appointed (March 18th,

1906) in accordance with the following resolution of January 7th, 1905: 'That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland. That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.'

"The work of this Committee has been actively prosecuted, but it is not as yet in a position to report. Since its appointment, however, there has been a marked increase of interest in the subject, and in particular a recent conference at Oxford of classical teachers at both Universities has materially advanced the solution of the problem.

"A proposal for a memorial to the Secretary for War with reference to the examination regulations at the military colleges of Woolwich and Sandhurst will be submitted to the General Meeting.

"A new departure in the operations of the Council is the appointment of Local Correspondents to represent the Association and make known its aims in various parts of the United Kingdom and the Colonies. At present twenty-three Local Correspondents have been appointed in the following localities—Bradford, Bromley, Cambridge (Newnham and Girton), Canterbury, Cardiff, Cheltenham (and Ladies' College), Dublin, Egham (Royal Holloway College), Eton, Liverpool, London (Bedford College, King's College, Merchant Taylors' and St. Paul's Schools), Nottingham, Oxford (and Somerville College), Sheffield, Toronto (Upper Canada), Winchester.

"The Council announces with pleasure the formation, in October last, of a second Local Branch—the Birmingham and Midlands Branch—which was inaugurated on the

initiative of the Honorary Secretaries at a very successful public meeting held at Birmingham University, under the presidency of the Bishop of Birmingham.

“The following members of the Council retire in accordance with Rule 11—Professor Conway, Dr. Gow, Dr. Nairn, Mrs. Strong, Mr. Warren. There are thus six vacancies on the Council, of which five have to be filled for a term of three years, and one, that created by the resignation of Dr. Chase, for a term of two years.

“The Council desires to call the attention of annual subscribers to the arrangement by which four years' subscriptions may be remitted to the Honorary Treasurer in a single sum, £1. Members may also pay their subscriptions by means of a standing order to their bankers; forms for this purpose may be obtained from the Treasurer. The collecting of subscriptions in arrear involves considerable expense to the Association and inconvenience to its officers.

“The immediate urgency of a number of problems connected with the teaching of the classics has of necessity given a predominantly educational character to the active work of the Association during the past year, and also to some extent colours the programme of the present General Meeting; but the Council has not lost sight of the fact that the aims of the Association cover a much wider field than the methods of school and university teaching, and these wider interests are recognised both in the literary and archaeological papers which will be read at the General Meeting, and in the important proposals contained in the report of the Investigations Committee. But the range of the Association's activities are conditioned by the funds at its disposal; and in this connexion the Council takes the opportunity of urging upon all members of the Association the desirability of making its existence and objects known to their friends. Only by a large increase in its numbers can it be able to perform efficiently the functions which it was founded to discharge.

“The Council desires to express its cordial thanks to Dr.

J. P. Postgate, who retires from his arduous duties as one of the Honorary Secretaries after two years of devoted service to the Association; and to Mr. S. H. Butcher, who has generously allowed most of the meetings, both of the Council and of the various Committees, to be held at his house."

The motion was seconded by the Rev. Dr. I. GREGORY SMITH, and carried unanimously.

Mr. F. G. KENYON (Honorary Treasurer) then moved the adoption of the report of the Finance Committee for 1905,¹ which he read:—

"The balance to the credit of the Association on January 1st, 1905, as shown in the published statement of accounts, was £230 6s. 7d. During the past year the total receipts have been £511 19s. 6d., and the expenditure £264 11s. The balance to the credit of the Association is consequently raised to £477 15s. 1d. Of this total, however, £281 5s. consists of life subscriptions (of which £243 15s. has been invested), and £140 of subscriptions paid in advance (of which £100 has been placed on deposit). It will be more instructive, and will throw a clearer light on the actual financial condition of the Association, to give the receipts and expenditure which belong properly to the year 1905.

"The amount received by way of subscriptions for 1905 was approximately £225, while £5 was received for American and Colonial subscribers to the publications of the Association, making a total of £230. The expenditure (after assigning to 1904 the payment of bills, notably that for the first volume of *Proceedings*, which belong properly to that year, though actually paid in 1905) was just under £222. The financial condition of the Association is, however, better than this bare balance of £8 would seem to show; for the investment of life subscriptions and subscriptions paid in advance was made too late to bear fruit in this year. Interest to the amount of some £12 may be expected from this source in the coming year. The Association also has at its command

¹ The accounts are printed on p. 78.

a balance of about £10 from 1904, and nearly £25 from entrance fees, which will form a useful reserve to meet special expenditure.

"The main item of expenditure during the past year has been the printing and circulation of the second volume of *Proceedings*, which (after deducting about £9 received for advertisements and sales) has cost nearly £62. The expenses of the General Meeting in 1905 amounted to nearly £34; printing and stationery to £19; postage, £25 10s.; clerical assistance to the Secretaries and Treasurer, £18; travelling expenses of members of Council, £33 10s.; grants to the Manchester Branch (chiefly in the form of returned entrance fees), £17; and the Curricula and Pronunciation Committees have each spent about £6. Full details will be printed in the statement of accounts, which, when duly audited, will appear in the *Proceedings* for 1906.

"The Association has thus paid its way during the past year, and a little more. It has produced a larger volume of *Proceedings* than in the previous year, and it has financed two Committees which have done work of very great importance. But it is evident that if its work is to develop, as its members must naturally desire, increased funds are necessary. The adoption of the proposals of the Investigations Committee will probably involve the Association in some expense; the holding of a second General Meeting within the year would strain its resources seriously. It is therefore highly desirable that members should do their best to bring in fresh subscribers, and thus enable the Association to face with a clear financial conscience the increasing burdens which the success of its efforts will inevitably entail."

Mr. J. W. MACKAIL, in seconding the motion, expressed the gratitude of the Council and the Association to Mr. Kenyon, for his services. With regard to the accounts, he said that, though the Association was solvent, it was hampered at every point by want of funds, and would be more and more impeded as the field of its operations grew. The Association had had no pious founders; and if it had wealthy members,

their wealth did not flow into its coffers. He therefore emphasised the appeal for fresh funds, to be obtained by the accession of new members, lest the Association should fail, simply from want of money, to do the work it was competent and anxious to perform.

The report was adopted unanimously.

The CHAIRMAN.—The next question on the agenda is the election of our President for the year. You know that the conditions under which we are called upon to elect the President have made it difficult for us to look round. We have not had much time, and we have done our duty under painful circumstances. At the suggestion of the Council Lord Curzon has been approached and asked whether he would become our President. He has accepted, subject to your ratification; and I think and hope that the meeting at large will see that to have him for our President will bring us into touch with the outer world in a most advantageous way. There is, however, a certain doubt about the time at which he would be able to give us his presidential address, and we shall have a motion to submit to you asking you to leave certain questions as regards that in the hands of the Council, as the time has been so very brief. May I put it to you from the Chair without further resolution that you elect Lord Curzon for the ensuing year?

The motion was carried by acclamation.

The Rev. Dr. J. Gow then proposed that the following gentlemen should be elected Vice-Presidents: The Right Hon. H. H. Asquith, K.C., M.P.; the Right Hon. Sir R. Henn Collins, Master of the Rolls; the Right Hon. Sir R. B. Finlay, K.C., the late Attorney-General; Sir A. Geikie; Mr. Justice Kennedy; Mr. Justice Phillimore; Sir E. J. Poynter, P.R.A.; Sir E. Maunde Thompson, Director of the British Museum; the Earl of Halsbury, the President of the Association in 1905; the Right Rev. Dr. Gore, Bishop of Birmingham; Professor Robinson Ellis; and Professor Postgate. It

should not be forgotten that Professor Postgate was really the father—he had almost said the founder, but they were told that they had no pious founders—of the Association, and had done more work from the beginning, as its Secretary, than any other member. It was fitting that when he found himself unable to continue his services as Secretary they should put him in the most honourable position they had to offer.

The motion was seconded by Mr. F. E. THOMPSON, and carried unanimously.

Dr. J. E. SANDYS proposed the following gentlemen for election to the Council: Canon Bell, Mr. C. Cookson, Dr. A. C. Headlam, Sir F. Pollock, Professor W. Rhys Roberts, and Mr. S. E. Winbolt—the first five for three years, and the last for two years. These names spoke for themselves. Canon Bell was formerly Head Master of Marlborough; Mr. Cookson, of Magdalen College, Oxford, had acted, and was acting, as Secretary to the most important Committee on Curricula; Dr. Headlam was the Principal of the College which had so graciously tendered its hospitality to the Association; Sir F. Pollock represented Cambridge, where he was remembered as a Craven Scholar; Professor W. Rhys Roberts was familiar as the author of treatises on Dionysius and other subjects; and Mr. Winbolt represented a great school, Christ's Hospital.

The Rev. T. L. PAPILLON seconded these candidates; and, no other names being submitted, they were elected.

Mr. MACKAIL proposed that Mr. Kenyon, who, he was glad to say, was willing to continue his services, be reappointed Treasurer.

The motion was seconded by Mr. E. G. A. BECKWITH, and carried unanimously.

Professor POSTGATE moved that his friend and late colleague, Professor Sonnenschein, be re-elected Secretary; and as his own successor he suggested the name of Mr. Ernest Harrison,

his colleague at Trinity, who was already known to the classical world by his important work on Theognis.

The motion was seconded by Mr. R. C. GILSON, and carried unanimously.

The CHAIRMAN then called on Professor Postgate to propose a motion to omit the words "of England and Wales" from the title of the Association.

PROFESSOR POSTGATE.—This is not the first time that the Association has considered how it should be called. At the first meeting, the foundation meeting, in December, 1903, there was a motion proposed in which the same question was incidentally raised. It was proposed to add the word "General" before the word "Classical" in the title. That motion was not accepted, and I think for two reasons. In the first place it was pointed out that the Classical Association of Scotland had been established only a few months before, and it was felt that this Association should do nothing that might seem to encroach upon the province of the sister association. Again, it was thought that the sphere of England and Wales was large enough to begin with. Things, however, have changed since then. If you look at the list of members you will see that we have members from Canada, from the United States, from Germany, and from India. Surely there seems to be a certain incongruity in describing an association with such a range as the Classical Association of England and Wales, and in suggesting a restriction which does not exist in the rules. This proposal for a change of title has already received the unanimous support of the Council; but, more, it has received the important support of the Press. It is almost impossible to find the title of this Association quoted in full. The Press has decided that this is "The Classical Association," and that is what I propose we should name it.

The Rev. Professor H. BROWNE seconded the motion. As a member of University College, Dublin, he preferred the shorter and simpler title to one by which Ireland

seemed to be excluded from the scope of the Association, though in no part of the United Kingdom were its operations more needed than in Ireland. Among the difficult problems of Irish education was the existence of the Gaelic League, which, whatever its merits, was dangerous, in so far as proposals for the teaching of Irish in schools increased the risk that classics might be crowded out. The present motion was a necessary preliminary to the concerted defence of classics in Ireland.

In answer to a question from Mr. T. BAILEY SAUNDERS the CHAIRMAN said :—At a meeting of the Classical Association of Scotland about a month ago I seized the opportunity to mention that we intended to make this suggestion to-day. I explained the reasons why we found it important to do so, and said that we should not like to do anything which they thought discourteous. The members of the Classical Association of Scotland were all perfectly satisfied, and saw the necessity of the case.

The motion was carried unanimously.

The CHAIRMAN.—We will now pass to a motion standing in the name of Dr. Rice Holmes.

Professor R. S. CONWAY, in the absence of Dr. Holmes, rose to move the following resolution, which was the outcome of some conversation in the Council :—

“That the Council be empowered to present a memorial to the Secretary of State for War, on behalf of the Association, drawing attention to the injurious character of the present scheme of examinations for candidates for admission to the military colleges, the effect of the existing regulations being practically to exclude all public school boys on the classical side from a military career.”

He pointed out that Latin had been not merely removed from the list of compulsory subjects, but placed in a category where, from the nature of the other conditions, it was some-

what of a disadvantage to a candidate to take it. This might be fairly called an extreme step, and more than one arrangement of the subjects might be suggested which would meet the difficulties that, apparently, the War Office had felt in the old scheme, without injuring seriously, if at all, the position of Latin in schools. He hoped that the Council, in pointing out the lamentable results of the current proposals, would also point to one or more such alternative solutions. He was not himself prepared to take an irreconcilable position, and to demand the restoration of compulsory Latin *sans phrases*, for that would amount to declaring that there was no room in the Army for any officers who had learnt no Latin, even though they might have had a sound training in German as well as a knowledge of French. He hoped, therefore, that the Association would leave the Council free to consider carefully the draft of the memorial and to present it in what they might judge to be the best form. He had ventured to take the place of Dr. Holmes because it seemed to him a pity that the matter should be dropped, since at the present juncture there was a new Secretary for War, and one of liberal sympathies and high academic distinction. He would say no more, as he observed that Dr. Holmes had now entered the room.

Dr. T. RICE HOLMES said that he must begin by asking for indulgence. He had hoped to be able to say all that was necessary in two or three sentences, but he must now make a somewhat complicated statement, and unfortunately he was ignorant of what Professor Conway had said. On November 11th he had brought a motion before the Council to the effect that a memorial should be presented to the Secretary of State for War, praying him to restore Latin to its place as an obligatory subject in the examinations for admission to the Royal Military Academy and the Royal Military College. The Council were unanimous in desiring to improve the position of Latin; but an amendment was carried, and a Committee was appointed to consider the memorial which he had drafted. The Committee virtually accepted the draft,

but when it did so it was not in possession of the amendment. He would take the blame of this upon himself. Dr. Holmes then read the concluding paragraph of the draft memorial, which emphasised the point that the effect of the new regulations would be practically to debar the great majority of those who desired to enter the scientific branches of the Army from classical training. Resuming his speech, he said that apparently certain members of the Council desired, instead of restoring Latin to its place as an obligatory subject, to make either German *plus* French obligatory, or French *plus* Latin, or German *plus* Latin. He, however, contended that unless Latin were made obligatory, its position would not be sensibly improved. In the discussion on his motion which took place in the Council one member had said that, although he sympathised with the object of the motion, he nevertheless feared to discourage candidates for the Army from coming forward, especially as they were now much fewer than formerly. He replied that if the number of candidates had diminished, the reason was that officers were now required to take their profession seriously, and they therefore expected to be paid on a commensurate scale. At present the pay of a subaltern was less than the wages of an omnibus driver. Raise the former to the level of the latter, or even a little higher, and candidates would be as numerous as ever. Making Latin compulsory would not diminish their number. The motion which he desired to put forward would, therefore, run as follows:—

“That the Council be instructed to present through their President a memorial to the Secretary of State for War, praying him to restore Latin to its place as an obligatory subject in the examinations for admission to the Royal Military Academy and the Royal Military College.”

He had been obliged to speak *ex tempore*, and had perhaps failed to make his meaning clear; but any shortcomings on his part could be made good by school-

masters who had practical knowledge of the working of the new regulations. He was not sure whether Professor Conway had shown that Latin would thenceforth be offered only by those who could not hope to earn enough marks in higher mathematics and science. Private tutors, who charged high fees and could therefore afford to limit their classes, would doubtless be able to make arrangements for teaching Latin; but to do so in a school would be difficult. In an Army class of twenty boys there might be seventeen taking up higher mathematics and science, and only three who offered Latin. It would be very difficult to frame the time-table accordingly; yet the difficulty must be met, or the public schools must give up the work.

The CHAIRMAN.—I am afraid we have got a little out of order. I was not aware that Dr. Rice Holmes was practically going to propose an amendment to the motion of Professor Conway. The first motion has not yet been seconded. I will put matters in order by finding out whether Professor Conway's motion is seconded, and further, whether you wish to take a vote as between the two motions. In any case, as the whole matter has come before us in more detail than was originally intended, it will be advisable to get an expression of opinion, even if the meeting does not wish to confine itself to the terms of the motion.

The Rev. Dr. I. GREGORY SMITH.—May I second Professor Conway's motion *pro forma*, and may I mention a suggestion I heard from some of the staff at Woolwich, which is not unworthy of consideration? It was suggested that the solution might be found by having two examinations: a preliminary of a very general kind, an all-round examination so as to suit the requirements of the public schools; and then subsequently a strictly professional examination of a narrower kind. I throw out that suggestion for what it may be worth. There are many here far more competent than myself to give a practical opinion. We desire to maintain the study of classics, and we should encourage our public schools to supply the Army with good material.

Mr. E. G. A. BECKWITH, in seconding Dr. Holmes' amendment, illustrated from the Army School at Stratford-on-Avon the evil results of the War Office's scheme. The War Office had wished that the examinations should be simplified—that is, that the education of a boy going to the University and of a boy going into the Army should be the same. In a particular case a boy who might have been a good classical scholar had given up Greek for mathematics; then came the new regulation, making English and French obligatory, with two voluntary subjects, which for immediate utilitarian reasons had to be mathematics and science—hence the extrusion of Latin; and the boy had abandoned Latin in favour of mathematics and science. Thus, if he failed for the Army, he could not now enter the University. Attempts to raise the standard in English did not take account of the fact that without Latin the taste for literary criticism could not be supplied. When you had to teach English and French without reference to Latin, the system was breaking down. Some training in Latin, if only a minimum, was therefore essential to the future officer.

Professor R. M. BURROWS hoped that the Association would not commit itself to a single solution of the problem. Professor Conway's motion would leave it to the Council to thrash the matter out.

Mr. T. E. PAGE supported the amendment. He was not in favour of speaking in ambiguous language to the War Office. He had said before that the War Office, in the matter of education, was an authority which, having failed to reform itself, had set itself to reform others. He hoped that they would declare, in the clearest voice they could, that they would not allow it to destroy classical study. It had driven out Greek, and was now trying to destroy Latin. Let them assert their mind, and say that they thought that Latin should be kept, and that the War Office ought to take the best boys educated in the ordinary manner, and not boys educated according to a scheme of its own.

After a short speech from Professor CONWAY, and a reply

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from Dr. HOLMES, the amendment moved by Dr. Holmes was put, and lost by a clear majority; and Professor Conway's motion was put and carried.

The members then proceeded to the Theatre of the College, where Mr. D. G. HOGARTH delivered an address on "The Religion of Prehistoric Greece," illustrated by lantern slides. The following is a summary of the address:—

Documents bearing on religion were the most interesting which the student of prehistoric civilisation had to do with, because more surely than others they revealed the mind of a past race. But they were peculiarly open to arbitrary interpretation, and must be treated with peculiar caution. Such caution, he claimed, had been used conspicuously in the case of the Mycenaean or "Aegean" cult documents found before the exploration of Crete. These, while informing us of much, failed to show how the race personified its idea of divinity in the iconic stage—the stage in which study of a prehistoric faith by the light of material documents must begin. He proceeded to sketch the general evolution of cult-ideas through the Natural Aniconic, the Artificial Aniconic, and the Iconic stages, and to point out that these stages, though successive, were not mutually exclusive, much, especially in the usages of ritual, surviving from one into and through another.

Nature Cult and an Earth Goddess had long been suspected in the Early Aegean, but Knossos first gave us an indubitable representation of such a divinity—the "Mountain Mother," shown amid surroundings which leave no question of her supernatural character. This was followed by several other pictorial and plastic representations of a goddess, and by a much smaller number of representations of a young god. No other divine form appeared. The early Cretans, therefore, in the iconic stage embodied their idea of divinity primarily in the feminine—*i.e.* in a Nature or Earth Goddess, beneath whose cult, wherever found, lay certain common ideas. The similarity of the cult-accompaniments of the Cretan

goddess to those associated with the Nature Goddesses or Divine Pairs of other Levantine lands was then dwelt upon. But though akin to Semitic divinities, the Cretan were not to be derived from Semitic sources.

It was shown to be probable, though evidence was meagre, that the same Divine Pair was acknowledged and even paramount in other parts of the Aegean—a fact which, if proved, confirmed the deduction already drawn from the evidence of art products, that there was great social homogeneity throughout the area.

The pre-existence of this paramount goddess explained many puzzles and anomalies in classical Hellenic cults, and to a great extent dispensed with the need of appealing to the East for explanations. It was shown how strongly the belief, already stated by Dr. Farnell and others, that she stands behind Artemis, was confirmed by recent discoveries. She was equally to be discerned behind Aphrodite; and in the case of the latter, as in that of Artemis, we must be chary of regarding the grosser features of the cult as less “Hellenic” than the purer. Probably the mass of Greeks, the lower and peasant classes, always worshipped a great Mother in a practically monotheistic religion. The polytheism with which we credited the Greeks was partly the result of the Homeric cycle, and always characteristic of a minority. Aristophanes, when he ridiculed the Olympians, was playing confidently to a gallery which had not begun to believe in them.

In certain parts of greater Greece no one would question the continued dominance of the Nature Goddess right through the pagan period down to Christian times. Traces of her survived still in the cult of the Panaghia among Greek peasants; and a curious instance of such local survival at Ephesus itself was quoted. There the “House of the Virgin” was still an object of pilgrimage at the head of the glen of Ortygia, where Leto bore her child.

The Son in the Aegean cult was probably less important than the Mother. In the later Greek nature cults—*e.g.* in Anatolia—he was certainly so. In Semitic cults he had always

bulked larger, but Crete was no Semitic land. There the Son, who suffered and was constantly born anew, was in the same subordinate position to the Goddess, in which, among simple peoples, man is always held to stand to woman in regard to the most important function of life, reproduction.

The CHAIRMAN.—Ladies and gentlemen, I was going to ask you to give your thanks to Mr. Hogarth for his paper; but your applause has conveyed to him your appreciation.

The meeting was then adjourned.

In the evening a *conversazione* was held in King's College, when the guests were received by the Rev. A. C. HEADLAM, D.D., Principal of the College, and Mrs. HEADLAM, supported by the Earl of HALSBURY and the officers of the Association. In the Library Mr. J. ff. BAKER-PENYOBE showed selections from the Hellenic Society's collection of photographs and casts of Greek coins and gems; and recent classical books were exhibited by the leading publishers. In the Architectural Room Professor ELSEY SMITH exhibited architectural models and drawings. In the Chapel Mr. E. MILLS gave two short organ recitals.

Professor T. CLIFFORD ALLBUTT gave a short address on "The Speaking of Latin," as follows:—

I had intended to use a black-board and some diagrams, but when I heard that I was to be limited to some fifteen minutes, I thought it better to prepare a written address, and do without a black-board. Black-boards and diagrams are seductive of time, and I might be carried far beyond the limits allotted to me. I will therefore be content to read my paper on "The Speaking of Latin."

Some of our most familiar notions, whether truths or conventions, if we could but stand once more outside them, would appear strange or even incredible; now such a notion,

the oddity of which is concealed by its familiarity, is that a language, a speech, a tongue, can thrive as a dumb thing in a book. This curious obsession is comparatively modern; I mean that it has got full hold of us within the last two or three generations. In respect of Latin, some of us are old enough to remember that the elders of our youth no longer conversed in Latin, it is true, but used Latin quotations in public speaking, and in the conversations of society, with a freedom founded upon the assured apprehension of their hearers. Yet, although in adolescence my ear had been a little attuned to Latin as a tongue, on my return to Cambridge, in 1892, I found to my dismay that for the first year or two I did not follow by ear the Latin addresses of the Public Orator, and humbly had to borrow of him beforehand a copy of his speech. To go farther back, to the sixteenth century, we read—the story, I think, is in Hakluyt—that certain English sailors in the Levant, fresh perhaps, some of them, from the grammar schools of their homes, being unable to understand the local tongue, made shift to converse with the natives in Latin, and not without success. But to-day, so fast are we bound to the modern convention that a language, if not dead, ought to be, that schoolmasters exhibit a withering contempt for languages as tongues, and protest that to speak a language is but the trick of a parrot, or the showy and superficial accomplishment of those French and German classes which are being foisted into our schools and universities by a utilitarian public. Now is it true that in French and German the power of conversation is but a stock-in-trade? In answering this question I am venturing to address the Classical Association not indeed as a schoolmaster, but yet as a teacher; and particularly as a teacher of certain uses of physiology. It may not be audacious, therefore, in the sphere of my own subject, to say that this attitude towards language as speech is as mischievous as an utterly erroneous conception of any important part of life must be. In my little book on *Professional Educa-*

tion, I have considered the relation of action to thought, and have pointed out that in every endeavouring action we are apt to achieve somewhat more than the instructions dictated by the will. The limbs, as they make such adventure, gain information which is coincidentally imparted to the mind, and is stored up as new thought in it; in other words, a new piece of brain is fabricated. Thus by the limbs the brain is gradually built up. Furthermore, not only is the new brain built by the practice of corresponding limbs, but also the functional activity or nutrition of the brain is maintained by the continual provocation of the several associated parts; that is to say, by the activity of the limbs within the scope of realised structure. Thus also, again, latent capacities are enlivened and geared up with the whole, and we get not mere additions, but multiplications of function, and a corresponding elaboration of brain patterns. The centres of these functions we call not aesthetic but kinaesthetic centres. To-day it is the activity of limbs of speech—may I for brevity's sake say the tongue?—with which we are concerned.

We have, then, for youth at any rate, to consider in language two functions of the tongue: first, its power of continually multiplying structure in a developing brain; secondly, of maintaining and co-ordinating the vivacity of cerebral centres already formed or educed. We find accordingly that the kinaesthetic centre which presides over language is situated in the same district of the brain as the other voluntary motor centres, and partakes of their nature; it is associated with the centres of gesture, of leg, arm, and face. Thus from the architecture of the brain we learn that language has been, and, if we are progressive creatures, must and will be, built up by muscular action. If, then, a language is to be an integral part of ourselves—if, in other words, we are to think in it—we must associate it with organised memories of our own muscular work. We may compare a mere bookish acquaintance with a tongue

to a knowledge of cricket got up from books and newspapers, without the vulgar sweat of bat and ball.

Permit me here to quote from an authority on the physiology of language (Dr. Byrom Bramwell, of Edinburgh), as I could not myself put it so well, the following paragraph: "One can impress one's meaning more easily and more satisfactorily on most men's minds by means of spoken than by means of written speech. In most normal individuals the auditory speech-centre would seem to be the corner-stone of the whole speech-edifice, the central point with which all the speech-centres are either directly or indirectly connected; the gateway through which both spoken and written speech-symbols seem finally to pass in order to be brought into connection with what may be termed the 'ideational' centres; and the point at which the nervous impulses which culminate in emissive speech are, as Dr. Bastian has expressed it, first put into concrete speech form. . . . And again, spoken speech has the great advantage over written speech, that in the latter one has to rely entirely, or almost entirely, upon the intellectual effect produced on the sensorium, whereas in the former one can supplement and enforce the intellectual effect by the emotional and expressive element—by the modulations of the voice, the emphasis on different parts of the subject, and the facial and other gestures—all of which are of great importance in keeping an audience in a state of activity, and in enabling one to carry conviction to the mind and to drive home one's meaning with full force to the understanding."

I should like to venture even a little farther than this—speaking still as a physiologist: to suggest that as the individual and collective brain grows by speaking a language, so, if these factors reciprocally quicken each other, the language must grow by it. I am sure it is bad for a boy's mind to regard any tongue, ancient or modern, as fossil; to practise on so stiff and artificial a platform is like putting him to exercise on an ergographic machine. Not so did Erasmus use the Latin tongue; but before this audience I must

observe my physiological boundaries strictly, and be content to beg you in teaching Latin to follow nature and to continue in school the methods of the nursery. I address you to-night only on speaking Latin; I do not touch on speaking Greek, because the most we know about the pronunciation of ancient Greek is that it certainly was not pronounced as by the modern Greek. In modern Greece the sense of quantity, and therefore of rhythm, is lost. Presumably, the Aldine Society spoke it much as the Levantine of to-day—the man who talks of “Egginah” and “Phálléron.” Indeed, the American seems to be the only modern left who can pronounce, let us say, “láboratōry” or “órdināry,” with regard both to accent and quantity. Unless, then, we can establish some universal convention in its pronunciation, Greek must, I fear, be the language of the scholar only—of the musician who has to be content to read the scores of a whole school of music which he has never played, nor even heard with his ears.

Here it may be urged that, nevertheless, as the musician can be happy with his scores—and as, moreover, writing is likewise a mode of muscular motion—it may suffice for the schoolboy to read and write his Latin, while holding his tongue in it. The musician may be dismissed from the argument at once; his scores would be an arid diet for him had he not grown up in the use of musical instruments, and been conversant for many a year with the practice of music. He is fully in the position of the statesman, versed in public speaking, who reads in his newspaper a full-dress debate of the House of Commons. Writing is, in a sense, language in action, if we cannot truly call it a “tongue”; yet, surely, as a process, it is far less vivid and intimate than the utterance which has made an organic part of the life, thought, and development of mankind from the “dark backward” of human time. It is true, comparatively modern as script may be, that yet—such is the building power of limb action—a writing centre also has been built up by it already, so that disease may take

the one and the other may be left; yet the experience of everyday life tells us how artificial and flat a reflection of living speech is a page of print, and how unhappy that child would be who was permitted only to talk with a pencil. The reader of *Rudder Grange* will recall in it that true bit of nature—how Pomona, to realise her romances, had to recite them aloud. A speaker snatches us up with him, he kindles us, calls out in us also that which is the purpose of all study—namely, action; and where the speakers are many this ecstasy—if I may so call it—is infinitely multiplied. “A song,” says the sailor’s proverb, “is as good as ten men on a rope.” Let us try to imagine Mark Antony issuing his great speech as a flysheet. And, so more or less in degree, this quickening effect of the tongue is true for all the converse of mankind; the tongue appeals, it penetrates, it inspires as no paper signalling can do. If we interrogate ourselves we shall discover that our possessions in a foreign language which we can speak, and in which therefore we think, are very different from those in another which appears to us only in the simulacrum of a book, and does not live and move in us. It is surely a general experience of modern languages—of French, German, or Italian—that, although one who speaks a foreign tongue may, of course, do no more than chatter his talent away in immediate uses only—for waiters, coachmen, or navvies—yet if he converses with educated men, and applies himself to the masterpieces or more serious literature of the language, his possession of it as a living tongue will give him an entry to its inner meanings, and a subtle sense even of its literary values, which no student can imbibe from the ink-bottle. He is free of the language; the penman, however good a Baboo, is a Baboo to the end.

Lastly, in respect of the stability of results, there is another physiological truth—that the stability of any field of the brain is directly related to the length of pedigree of that part, together with the importance of its function as a means of survival. Now, I need not labour the predominance of the function of speech in its phylogenetic derivation, nor as a

function of survival, even if we use survival, as we now do, in the highest civic sense. Why is it notorious that our young men utterly forget their "classics," *sit venia verbo*, from the moment that they have packed off their grammars and dictionaries to the second-hand book-shops for the cheaper torment of their successors; that they shed them as if this much of ten precious years had never existed, still less entered into the fabric of their being? Why is this, and why is it that the little lad or lass who, in the nursery, has spoken a foreign language with his *bonne*, does not forget it, or with no great effort can recall it? Because, by the act of speaking, it became built into and integrated with the fabric of a part of the brain which is stable in proportion to its vast phylogenetic age, and to the primary importance of its function as a means of survival. Thus, by the use of a certain speech, conversant not with abstractions and contemplations only, but also with the little ingrained needs, uses, and acts of every day and every hour, the boy was altered permanently; he became a larger self. The paper student, so far as this kind of change comes about at all, is far less intimately changed—the language does not come home to him: so that for him there is not so much an altered organic machinery which makes his originality, and afterwards alters, visibly or invisibly, all that it deals with; but the unreal and fading associations of a painted screen, an artificial record of things detached from the life he daily and hourly lives. What wonder, then, that, as Elyot says, "his courage is mortified," and he goes out straightway to leave it all behind him and complacently to forget it. He offers the excuse, "Very sorry, but I've such a shocking bad memory, don't you know"; but he is sustained in his inward soul by a consciousness that he had been playing all this while on a dumb instrument. And are we certain that he he is wrong?

Greek, then, as by us unpronounceable, must always be a scholar's language; but Latin is a tongue which can be spoken, and so be built intimately into the very nature of

the pupil. But if Latin cannot take wing from the book to people the air of the schoolroom, and to stir the delightful flutter of life on the lips of the boys; then Latin, too, is better away, and modern languages should be used in its place.

Dr. HEADLAM then called on Dr. Verrall to read his paper on "The Conversion of the Furies in the *Eumenides* of Aeschylus."

Dr. A. W. VERRALL.—In the space of five minutes or less, and in a dozen verses, Aeschylus, at the last crisis of his crowning work, exhibits to us a transaction of some magnitude, nothing less than a reconciliation between immutable justice and absolute equity, between the spirit of punishment and the spirit of pardon. It seemed convenient, on an occasion when one would like to be at once brief and comprehensive, that we should consider a little the contents of this singularly concise and significant passage. Also, it points to certain permanent difficulties in making a sharp-cut division of doctrines or persons into the perfectly right and the perfectly wrong, and is in fact used by the poet to convey counsels of moderation and mutual respect to the political parties of his time—a proper lesson for the eve of a general election.

We all know how in Aeschylus the problem arises. A certain man has committed an act, horrible to the last degree, under circumstances giving the very maximum conceivable of excuse or justification. Pursued for this act by divine representatives of inexorable punishment, he invokes the protection of Athens and her patron-goddess. The event is supposed to happen, as it were, not long after the beginning of time. Athena, declining the office of judge as unfit for her quality, creates for this purpose the first tribunal of criminal justice, and invents the method of trial by jury. The jurors, as might very well be expected, are divided in opinion equally. It has been ruled beforehand by the goddess that this shall be reckoned as an acquittal; and the defendant

is discharged accordingly. Up to this point the story is borrowed, though with profound and essential modifications, from legend. What follows was, so far as we know, altogether the invention of Aeschylus.

The defendant and the particular question arising out of his act being dismissed, the divine powers, the avenging Erinyes and Athena, remain in presence, to settle or compose their difference, if they may. For Aeschylus, who has a strange power of cutting down to the foundation of things, does not for an instant pretend that the general problem of justice can be solved or changed by supposing a well-constituted tribunal. The Erinyes have objected from the first to the very notion of a trial, as applicable to a case falling within the province of their avenging office. On the question, what cases do fall within that province, their language is inconsistent. It is impossible to extract from the play any code of Furies' law. But as it is admitted on all hands that the specific case, a case of matricide, is a case for the Furies, the issue, as between them and Athena, is not affected by the uncertainty of their theory. The point upon which the Furies are absolutely consistent, and which they succeed in making terribly plain, is that about *something*, about *some* fundamental elements, be they what they may, there must be immutable certainty; or else we have chaos—else, in their own words, “the house of Justice comes to the ground” (*πίπτει δόμος δίκας*).¹ This they allege, not against the sentence of the court, but against the institution of the court, which, they hold, if it claims to extend a so-called equity to all cases, to admit everywhere the possibility of absolving considerations, destroys that fixity which is a necessary quality of right, and denies in fact that there is at bottom such a thing as right at all. There is an uncertain opinion, which may or may not be supported by a majority; and that is all. They submit to the institution, they consent to plead in the new court, because, knowing Athena to be

¹ v. 519 (Wecklein). See the whole of this ode, and compare vv. 307-399 and the language of the Erinyes *passim*.

supported by the power of the Supreme, they cannot do otherwise ; but they protest in tremendous sentences that, if these things, these "new institutes," are to be, "the house of Justice comes to the ground." No candid thinker will deny that they protest with reason, and that neither the Areopagus of Athens, nor any tribunal which can exist among men, has much claim, if you press the question home, to represent absolute justice, the justice of the Eternal.

The sentence therefore in this particular case, the acquittal of the matricide Orestes, does not constitute the quarrel of the Erinyes with Athena and her new justice—a quarrel which, by a contrary sentence, would but have been deferred to another day. The sentence only precipitates the explosion. As for the trial, it might well seem to prove the prophecy of the Avengers, that the institution of Athena will destroy the very notion of crime, and make a moral chaos. For the judicial result is null, the judges (that is to say, the best conceivable human opinion) being divided equally, as any candid thinker, who desires to face the fundamental question, must of course suppose them to be. And the practical result, the liberation of the defendant, is an accident, depending on considerations personal to the goddess,¹ who (let us once more observe) expressly refuses to be a judge in the case.² Manifestly in these circumstances the fundamental question, "Is there an eternal right, and can we think or hope, that the course of things which we actually see is in some way approvable to eternal right?"—that question hangs upon this, whether Athena can now content the Furies. Can she satisfy them? We know that she can control them, we know that she commands the thunder ; but as she herself very pertinently observes,³ "this there is no need to mention." The wild threats of the Furies do not alarm us ; but the fact that we are not alarmed does not make us contented. Force, in the sphere of moral

¹ *vv.* 739-743 (Wecklein). [See "The Vote of Athena," in the volume of *Praelectiones* recently published by the Cambridge University Press.]

² *vv.* 473 foll.

³ *v.* 829.

and religious problems, however it may be in the practical sphere, is assuredly no remedy.

It is the supreme and perhaps unique merit of the *Eumenides*, among all poetic or prophetic efforts to present the eternal verity in visible symbol, that it confronts this problem with such candour, such faith, and such humility. Many and most have been content to exhibit the triumph of right as a sort of very complete party-triumph. Dante will put his Farinata (or whoever may be the objector of the moment) into some very solid, very tenacious, and very permanent hole, without much regard to the question, nevertheless inevitable, whether, after a sufficiency of such confinement, Farinata must or will come to agree with Dante. Nor was Aeschylus without plenty of temptation to shape his vision of eternal justice upon a factious model. The jurisdiction of the Areopagus, in such cases as that of Orestes, had just then proved its merit by surviving the peril of a revolutionary contest, which raged to the pitch of political assassination. If Aeschylus had chosen to represent his Furies, the opponents of this august court, in colours purely hateful; if he had painted them as simply vanquished, overpowered, overawed, by the power, wisdom, and glory of Athena and her city; had he described them as flying to nether darkness "under this grievous stroke," he would but have followed precedent. Such a version of the legend is actually mentioned by Euripides—a mythographer less reverent than candid, though not always candid. It appeals to common, not to say vulgar, sentiment, and was probably canonical.¹ So flattering a picture would have contented everybody, except a few thinkers, better probably than the mystic reconciliation of Aeschylus, which indeed, as appears by the subsequent development of orthodox tradition, the good Athenian public never very well understood.

But Aeschylus, in his vision of justice, will have nothing of

¹ See Eurip. *Electra*, 1270. That Euripides invented this version is not probable. To his treatment of the story the previous legendary sequel, in any form, is but a conventional appendage.

defeat. He says so in round, set terms.¹ The eternal peace is not imposed. Neither is it purchased. In vain does Athena offer to the Furies, if they will accept the new order, the most august rewards of religion, an establishment of the first dignity in Athens, and a primary share in her splendid destiny. They will scarcely even hear; and when they do, they treat the offer as a snare and insult, with abhorrence and contempt. Nor could Aeschylus make them do otherwise without contradicting the majestic declarations which he has previously put in their mouths. Local worship (they say), human propitiation, temples, prayers, sacrifices, processions, are things with which immutable law and the ministers of immutable law have nothing to do. These things are for the gods, but not for them. For sin, in their view, there is no propitiation. "With the sinner we walk until he pass beneath the ground, and death, ah, death! delivereth him not." On this their office the gods "may not lay finger, nor is any of them co-partner to divide with us."

ἀθανάτων δ' ἀπέχου χέρας, οὐδέ τις ἐστὶ
 ξυνδαίτωρ μεράκουρος.²

In shining robes they have no part, or share, or portion, and houses, dwelling-places, they utterly condemn. And Aeschylus, well knowing that he, as a man, had no answer to that doctrine or view of the Right, which he has clothed in these incomparable sentences—well knowing that no dignified and incorruptible Areopagus could, by any artifice of procedure, really satisfy the demand that Right, true Right, must be something immutable,—will not for an instant allow his superhuman objectors, his divine heretics, to compromise their position for a bribe. "We!" they reply to Athena's offer of local worship—"we to submit to this! O shame! We to change our ancient mind! We to be residents! . . . Scorn on the abhorred thought!"³ So they

¹ *Eum.* 798, etc.

² *vv.* 350 foll. See this whole *stasimon*, and the language of the Chorus *passim*.

³ *vv.* 840 foll., 873 foll.

reply; and so, to repeated urging, they reply again—so in the very same words. The *ἀπορία*, the conflict of opposing verities (or what to us men seem to be such), is apparently hopeless.

And then suddenly all is over. Athena, who has spoken thrice and fully without the least effect, speaks again to the leader of the opponents in the terms which we are to consider—thus¹: “I will not weary of pleading with thee what is good; for never shalt thou say that thou, goddess and ancient, wast by me thy younger, and by Athens’ mortal inhabitants, dismissed with dishonour, an alien from our soil. Ah, if sacred Suasion is holy in thine eyes, the appeasement of my tongue, and the soothing. . . . Thou, then, wilt belike abide; and if it is thy will not to abide, thou mayst not rightfully turn upon Athens any manner of wrath or anger whatsoever, or hurt to her people. For it is rightfully open to thee to be a portioner in her land, with honours all entire.” And the Erinyes, now calm as herself, promptly accept, with scarce the form of consideration, the offer which, a moment before, was loathsome, contemptible, vile, and fraudulent. Thenceforward they breathe only blessings.

But why? What has now been said which has not been said before? Nothing whatever, literally nothing. At a certain point it is *assumed* that the dissidents, the opponents of Zeus and of his Daughter, may be content: “Thou, *then*, wilt belike abide.” And they are content. But why? We look for the spell, and we find—a suspended sentence. “Ah, if sacred Suasion is holy unto thee, the appeasement of my tongue, and the soothing. . . . Thou, then, wilt belike abide.”

ἀλλ' εἰ μὲν ἀγρόν ἐστί σοι Πειθοῦς σέβας,
γλώσσης ἐμῆς μείλιγμα καὶ θελκτήριον . . .
οὐδ' οὖν μένοις ἄν.

There is a defect, you see, in the text. *Lacunam statuimus*,

¹ *ss.* 882 foll.

we may say as commentators.¹ *Hiatus valde defendus*, a most deplorable loss indeed. For what we want here is the very secret of things. If Aeschylus had told, in words of his own, what was that counsel of Zeus by which Athena converted the Furies, and what are the terms upon which Punishment and Pardon can unite, his audience would have gained—well, what, after all, would they have gained? There is a lacuna at this point, or there was for Aeschylus, not only in the *Eumenides* but in the universe. He could not really disclose what neither he nor any one knew; and his sentence, if it was ever filled up, can have signified no more than, incomplete, it signifies now. Indeed, it must have signified less. There is a mystery here; and where there is a mystery there should be silence. So Shakespeare thought. “*I could a tale unfold*,” says the ghost in *Hamlet*—that is to say, the spirit of the dead could unfold it. Perhaps, but not Shakespeare, for—

This eternal blazon must not be
To ears of flesh and blood.

So also thought Dante, who will not tell us what was the hymn which on the Mount of Purgatory hailed the forgiveness and restoration of man. “I understood it not, nor here is sung the hymn which that folk then sang.”

*Io non lo intesi, nè qui non si canta
L'inno, che quella gente allor cantaro.*

Milton, we know, has been criticised, I do not say justly, but not without reason, because in the third book of *Paradise Lost* he is so explicit about his mystery, that we might doubt—a deadly doubt—whether, after all, there were for Milton any mysteries at all, any things which it is not lawful for man to utter. It is fatal in these matters to leave nothing to the imagination—fatal, because it is false. For us students,

¹ See emendations to v. 887 cited in Wecklein's critical edition. Whether the verse is construable at all as it stands is dubious, and (I believe) is meant to be dubious. In any case, the resumptive *d' oï* requires *either* something added *or* a preceding pause.

then—for us of whose business Pope, that exemplary Catholic, tolerantly and graciously remarked—

Commas and points they set exactly right,
And 'twere a sin to rob them of their mite ;

for us it is a question of some magnitude, whether we ought to suppose any corruption in the *Eumenides* at v. 887 in the numeration of Wecklein. For my own part, I think not. I fancy that Aeschylus knew too much about religion (he was one of the few Greeks who seems to have had much genius for it) to think of being explicit and complete at this point. The question, large enough, as you see, on the side of theology and politics, leads on to others, interesting also and not easy, about the Greek theatre, stage, and method of acting. For if Aeschylus did not here make his Athena convince the Furies with words, what did she *do*, and how was it expressed to the eyes of the audience, that by something—something celestial and beyond expression, which here passes from Athena to her opponents—they are changed from Erinyes to Eumenides, from Avengeresses into Gracious Ones? You see we are here in a perilous place, the very thick of the Dörpfeldian battle, the question about the existence and height of the stage, Vitruvian, middling, or none ; so that, for fear of the archaeologists—for fear, I mean, of what they might do to one another, if I threw among them this bone of contention—I scarcely dare to say another word. But after all, there is this consoling thought, which has often cheered me in such places, that by universal admission stage-buildings of the *fifth century before our era* cannot be found. It is a great misfortune, and if tolerable, tolerable only because, pending the discovery, we mere readers may suppose things to have been as they ought to be. And seriously, for all the *Oresteia*, and especially for the *Eumenides*, free communication between all parts of the scene, and between all performers, seems an imperative necessity. Details we cannot determine; but that the Chorus of the *Eumenides* was in no way cut off from the rest of the company, every reader would and does instinctively suppose. Therefore there is no practical reason

why Athena, in this final and successful expostulation, should not be close to her opponents—among them. In the spirit of the scene, and for the natural effect of it, there is every reason that she should be. Throughout the scene, from the moment when Orestes departs and the Erinyes break out in defiance, we should suppose the goddess and her adversaries to be grouped together. One has no right to pretend knowledge of details, which for our purposes will be best settled by each as he would have them. Only I think that at the critical instant of the conversion we should certainly suppose a solemn pause, in which the spirit and power—the *eyes*, if you please so to say—of Athena, in some ineffable way, and in virtue of some unpronounceable secret drawn from the mind of Zeus, effect that change which no wordable proposal could possibly bring about. The conciliation of Justice with Mercy is a mystery; and there Aeschylus leaves it.

To such an effect, produced by such an instrument, Athena herself seems to allude in her giving of thanks for the happy conversion and all its promise of blessing¹: "Glad am I for this sure promise to my land, and grateful to Persuasion, for that her eyes kept watch on my tongue and lips, when I encountered those stern refusals. But power was with Zeus, great God of Civility; and the victory is this, that we are rivals only to bless." The expression is mystic, but the suggestion clear enough, that the celestial triumph was won by something other than speech. Whether, for the purpose of such an effect, the style of Aeschylean tragedy would admit a sentence actually imperfect, is a question upon which judgments will differ. It is not, of course, necessary for the purpose, and we need not dispute the point. For my own part, I find it pertinent to the purpose, and should suppose it, in any style, admissible here. Our testimony for it is, in the state of our tradition, dubious. But at least we may note it as remarkable, that this, a sentence apparently imperfect, is what, at this critical point, tradition actually gives.

¹ vv. 969 foll.

The PRINCIPAL OF KING'S COLLEGE.—I do not think that there is any time left for the discussion of these subjects. I would, therefore, only briefly express our thanks for the two brilliant papers which have been read to us. I have heard Dr. Clifford Allbutt on medical education several times; I am glad I have now heard him on classical education also. I think that his suggestion that we should speak Latin is admirable. The first duty of the Association, however, is to arrange that we should all pronounce Latin in exactly the same way. It would not be difficult to revive Latin as the common language of scholarship, and the tendency would be to make Latin the basis of education of the great mass of the people. It would be a great advantage to have a common classical and literary language, rather than some hideous invention such as has been suggested. As to the other paper, as a person who has had to study the writings of one who wrote in Greek, thought in Greek, and had perhaps the greatest insight of all Greeks into the great mysteries of religion and of life, I would refer you to the ninth chapter of the Epistle to the Romans, as to which much has been said and written, and would point out that the same thing occurs of which Dr. Verrall has been speaking in the *Eumenides*. St. Paul is speaking of the difficult problem of the relation of divine justice and human free-will; and when he does so, just like Aeschylus, he never finishes the sentence. I do not know what deduction we must draw, but it is very remarkable, and no one would ever feel that such a sentence could be finished. One more thing I should like to say. Professor Clifford Allbutt said we were unable to learn to speak Greek, because we did not know how to pronounce it. It does not matter how we pronounce it, provided we pronounce it in the same way; but as I heard Dr. Verrall, I did not know which was most attractive, his pronunciation of English, of Italian, or of his quotations from the Greek. I feel that if we could all learn to speak Greek as he spoke it, it would be a great part of an artistic education. Our indebtedness to him for giving us this lecture, under circum-

stances which must have been of great difficulty to himself, is very great indeed, and I do not think it is necessary to express it at any greater length.

SATURDAY, JANUARY 6TH

The Association met again at 10 a.m. on Saturday, January 6th, Mr. S. H. BUTCHER in the Chair.

The CHAIRMAN called on Professor Gardner to submit the report of the Committee nominated "to consider by what means those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation."¹

Professor E. A. GARDNER.—At this time last year I made a preliminary proposal in which I tried to make out a *prima facie* case for the necessity of some such Committee to carry out the purposes mentioned. The Committee has met; its report has been printed and circulated to all of you, and therefore I need not read it; but I will comment briefly upon the conclusions to which it has come. There were many things which might have been done to help the objects for which the Committee was appointed; but one which recommended itself most strongly to us was a proposal of Mr. P. Giles, who sent us a letter containing most useful suggestions on which we were inclined to act. The conclusion to which we came was the creation of some kind of publication which should help those employed in classical teaching to keep abreast of the most recent results of discovery. One hesitates to recommend any new publication; one must be sure that it is wanted and that it is practicable. But we may say, with confidence, that both these conditions are fulfilled in this case. It is true that there already exist certain periodicals which meet to some extent the needs in question. The Classical Association of the Middle West and South of America has started two new periodicals having the same intention. The

¹ The report is printed on pp. 83-84.

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one is quarterly, the other is practically a monthly periodical, and they give the results of the most recent work. The publication which we suggest is of a different character from this or any now existing. It is to appear yearly; it should be a consistent, and, if possible, readable summary of results; and it should concern itself with what is essential, while avoiding details that are too technical. It is proposed that the field should be divided into several branches, which will have to be considered more carefully by the Committee when the final organisation is made. Each branch should be entrusted to a specialist with the requisite knowledge, who should undertake to prepare in each year a summary of the progress made in his subject, a bibliography, and a clear indication of the results which have ensued for practical study, and more especially for the application of the new discoveries in the field of classical education. The whole should be under the control of a general editor, who should be a schoolmaster, a man of general knowledge, so as to control the special work of the various contributors. As regards time, we thought the work should appear at the beginning of the academic year, in the early autumn; in that way it would be possible to record the progress of the year ending in the preceding June. This would give the three summer months for contributors to work up the results of the year and submit them to the editor to be put together into a convenient volume; this volume might consist of about a hundred pages—that would necessitate compression. The volume ought ultimately to pay its own way; it should command a ready sale among members of the Association, and even the outside public might read it, or be induced to join the Association so as to get it on more favourable terms. We need not enter into financial details here, but the Finance Committee is of opinion that the funds of the Association can be fitly spent on this work, and also regards it as a practical project from a financial point of view. The Council has approved of our report, and I therefore move that this General Meeting of the Association approve of

the report, and leave it to the Council to carry out the details in accordance with the recommendations that have been made.

Professor R. M. BURROWS, in seconding the resolution, said that in recommending that the general editor should be a schoolmaster the Committee had indicated that the specialists who were to be the contributors would be asked to show the general bearing of new discoveries, and to confine their notices to those that were likely to be useful to the average teacher. It must not be forgotten, however, that many small inscriptions that on the surface appeared unimportant might prove to be of great interest after they had been assimilated by specialists. The field of discovery being enormous, and the output great, the Committee thought that the editor and the contributors should receive a small honorarium, to cover the cost of purchases, journeys, and correspondence. How did the ordinary specialist keep abreast of his subject? It was quite easy to be three years behind, fairly easy to be two years behind, possible to be one year behind; but to keep up to the very year was extremely hard. An inscription might come out in the publications of a foreign Academy, appearing at irregular intervals and inaccessible in England except in two or three libraries. To follow up the inadequate indications of tables of contents, and make a point of reading all such inscriptions, involved labour and expense. Yet the result might take up only a few lines in the volume now proposed, or might not be worth reproducing at all. At least, the experiment was worth making; and with the help of experience and candid criticism a useful work might be produced.

The CHAIRMAN then invited hints, especially from teachers, but none were offered; and the motion was carried unanimously.

The CHAIRMAN.—I think we had now better take up the report of the Spelling Committee.¹

¹ The report is printed on pp. 79-82.

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Professor POSTGATE.—Before proposing to you the adoption of the report of the Committee on uniformity of spelling in Latin texts for school use, I will make only a few brief remarks. The report explains itself, but I would ask the permission of the Chair, if difficulties occur and are brought up by members, that I should subsequently be allowed to answer them. I would repeat the expression of the obligations of the Committee to those gentlemen who have given us their assistance in drawing up this report; and I must not forget the ladies who have also helped. We have received substantial aid from a very large number of head masters, assistant masters, head mistresses and assistant mistresses, masters of preparatory schools, inspectors, tutors, and others, who have all placed their experience at the disposal of the Committee in reply to the printed circular of questions that we sent out. Our task has been rather a humble one, but we have given it such knowledge and energy as we could. We trust the report is clear. It avoids unnecessary detail, nor does it dwell upon what is comparatively unimportant. To a certain extent detail was necessary, in order to provide those who draw up the complete scheme with some suggestions that will save their labour and time. The Committee do not wish to lay undue stress upon the matter which is placed in small print. This is given for the sake of information, and will no doubt be merged in the pamphlet referred to in the report. I move the adoption of the report.

The motion was seconded by Professor CONWAY, and carried unanimously.

The CHAIRMAN then announced that the Poet Laureate, Mr. Alfred Austin, was unable, owing to a bereavement, to read his paper "On the Practical Utility of a Classical Education," which, they hoped, was merely postponed. He passed to the question of the next General Meeting, which might be held in April or September, as Lord Curzon's health and wishes should decide; and the Association had received from Manchester a very hospitable invitation, of

which they might avail themselves in either month. He asked the meeting to leave the settlement of this question in the hands of the Council.

This was agreed to unanimously.

The CHAIRMAN.—We have now to consider a matter of great importance, the interim report of the Committee nominated to consider in what respects the present school curriculum in Latin and Greek can be lightened, and the means of instruction improved.¹

Professor SONNENSCHN.—In approaching the consideration of the subject dealt with in this report, the Association is taking a step in the direction of the realisation of the second of the objects for which it was founded—namely, the improvement of classical teaching by free discussion of its scope and methods. The world in general regards this Association as established for the purpose of maintaining the claim of Greek and Latin to an eminent place in the national scheme of education. That, no doubt, is the first of our objects; but the [second object, that of reform, is distinctly recognised in our constitution as coming within our province. Nor is there any inconsistency between these two objects; for the best way to maintain classical teaching in our schools is to introduce such improvements in method as may be necessary or desirable. We are not prepared as yet to lay before the Association anything like a complete attempt at a remodelled scheme for classical instruction. You will see that in a note to the first page of the report we have mentioned a number of questions which the Committee has not yet found time to deal with adequately—such questions as the age at which the study of Greek should be begun, the method of teaching Latin, especially at the elementary stage, and the bearing of these questions on the time-tables of schools. Nor have we come to a decision on some important questions which arise in connection with the curriculum of girls' schools. But

¹ The report is printed on pp. 85-96.

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we have thought it desirable not to keep back our whole report, but rather to present to this meeting an interim report in which one important question—that of the teaching of Greek—should be submitted for decision. Before we can proceed with confidence to the discussion of other questions we desire to know whether we are in touch with the general feeling of our body on this fundamental point. We have, therefore, laid before you an interim report. We do not ask you to accept it as a whole. Many opinions are expressed in its pages which may be open to criticism, and we do not ask you to approve of every statement in the report. All we ask is that you should deal with the resolutions with which it concludes. It is my duty to present to you the first of those resolutions ; and I therefore beg to move,—

“That in the lower and middle forms of boys’ public schools, whereas Latin should be taught with a view to the correct writing of the language as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors.”

The general drift of the resolution is simple and obvious. We leave Latin out of consideration for the present, and direct our attention to Greek, and in particular to Greek composition. We hold that Greek composition in the proper sense of the word is not a fit subject for the average boy. I would direct your attention to three points. First, to the words “in the lower and middle forms.” We say nothing about the practice of Greek composition in the higher forms ; there we see no reason to discourage either prose or verse composition as now practised. The practice of composition by boys at the top of the school is therefore not affected, except in so far as these boys have first to pass through the lower forms and are not unaffected by the methods followed in those forms. But we hold that the bright boys preparing for University scholarships will not

be the losers in the long run by sharing with the average boys in the lower and middle forms that kind of study of Greek which is directed to the reading rather than to the writing of the language. If it is true that extra teaching in composition is desirable for the bright boys while in those forms, some provision might be made for it. The second point to which I draw your attention is the use of the word "only" in the fifth line of the resolution. That word might at first sight seem to exclude the writing of Greek altogether. That is not the intention of the Committee, as you will see by reference to the sixth page of the report; nor does it lie in the words of the resolution if strictly interpreted. It is quite possible—and the Committee holds that view—that the practice of some simple kind of exercises in writing Greek as a means, perhaps an indispensable means, towards the end of reading Greek should be adhered to. Thus a certain kind of simple composition is included in the intention of the resolution. The third point is the use of the words "intelligent reading" in the last line. What we mean to exclude is that kind of reading which may be described as reading in a fog—in which the reader, although he may divine the general sense of a passage, is unable to give an accurate account of it or provide a translation which is exact. In other words, we wish to exclude unscholarly and ungrammatical reading. We are not content to advocate that method of reading which is open to the retort, "You might as well have read it in a translation." By reading Greek authors we, of course, mean reading them in the original, and in such a way that something of the mechanism and beauty of that wonderful instrument of thought, the Greek language, is felt by the reader. I might sum up by saying that our main contention is this: that Greek composition in the proper sense of the term, whether prose or verse, is not a *τέλος* of school study for the average boy in the lower and middle forms. Writing Greek should there be treated only as a *means* to the intelligent reading of the Greek classics.

It may seem to some of you that I am a strange person to propose this resolution, considering that the main work of my life as a student has lain in the by-paths of accurate, or I hope not entirely inaccurate, scholarship. I am, however, in sympathy with the resolution because I believe that the kind of study we have in mind is not inconsistent with the scholarly reading of Greek, and is consistent with another ideal at which we are bound to aim. For the intelligent reading of Greek it is not necessary to study the grammar quite in the way and to the extent to which it is studied ordinarily; and further, the method we advocate will effect that lightening of the curriculum which it was an instruction to the Curricula Committee to promote. The saving which will be effected by our proposal is twofold. First, there is the direct saving of time and labour spent on copies of prose and verse; but still more important is the indirect saving which will be effected in respect of grammar by the new method of study which we recommend. I can speak with some confidence on this point, for I have had it in mind for many years. Let me illustrate what I mean from the cognate sphere of the vocabulary. If I ask a class what is the Greek for "humanity," "kindness," "benevolence," they might be unable to answer. But if I reverse the process and give them to translate into English the word *φιλανθρωπία* every one will understand at least the general outlines of what the word means. It is not quite easy, perhaps, to translate "humanity" into Greek (some people have denied that the Greeks knew the thing); but it is not difficult to translate *φιλανθρωπία* into English. So in regard to grammar: any pupil will recognise *πόλιν* and *ἐλπίδα* as accusatives; but when you ask him what is the accusative of *πόλις* and *ἐλπίς*, he may make a mistake. He may be able to recognise *ἔλαβον* and *λήψομαι* as the aorist and the future of *λαμβάνω*, without being able to reproduce them in the shape of principal parts of the verb. Gender rules will go by the board, except in the most general outline. To learn "*ἡ σορός*, 'the coffin' or 'urn,'" is two

degrees removed from reality: for firstly, the word is a rare one, not wanted for composition; and secondly, when the Greek authors use it they are kind enough to indicate the gender. All the syntax that is necessary for the lower and middle forms could be got on two sheets of foolscap paper. I know from personal experience how difficult it is to frame a rule for the construction of *πρίν* which shall be both scientifically sound and intelligible to the ordinary mind. But when we are reading Greek we find the work of constructing *πρίν*-clauses all done for us; whatever we find in our author is correct, or may be cheerfully assumed to be so.

I understand that some experiments on the lines which I am indicating have recently been tried at Winchester, and that the results are eminently encouraging. Boys in the middle forms find no difficulty in reading that best of all boys' books, the *Odyssey*, in spite of the Homeric forms; for the pupil trained on Attic finds little difficulty in recognising Ionic inflexions, and the reaction on his Greek prose is *ex hypothesi* not a thing to be dreaded.

I am not pleading for a hazy notion of either accident or syntax, but rather for the principle that a little grammar learnt thoroughly goes a long way for the purposes of reading. The light that shines from a few bright spots is sufficient to illuminate many a dark corner; and, as one advances, more and more spots become bright with their own light, until at last the power of reading with complete intelligence is developed, even though the pupil cannot write Greek with success. Our ancestors seem to have fancied that to read a Greek author it was necessary to know all the tricks of the game before you started, and that a pretty complete compendium of them might be comprised within the two covers of a small school manual. But larger experience has taught us that neither assumption is correct.

If I have sufficiently established this main proposition, I should like to indicate briefly the sort of advantage which we hope will flow from this proposal. The main point is that

the door is opened to something more comprehensive and real in the study of the classical literature of Greece. Its immense interest and value to us is that it is the record of the experience of our spiritual ancestors, who sowed the seed which, after being transmuted in Roman soil, has sprung up in the art and literature, and I suppose one may add in the science, of the modern world. This great subject will, I hope, become a little more accessible to the average boy. Hitherto his energies have been directed in the main to a somewhat verbal scholarship, as if the object of learning Greek were merely linguistic discipline. The sort of study of Greek literature which has come to the front in our time is to most boys a book with seven seals, three of which bear the venerable names of Accidence, Syntax, and Prosody, and two of the others, I fear, the names of Comparative Philology and Textual Criticism—admirable things in their proper place, but which should not be allowed to obtrude themselves between the pupil and the study of Greek literature. Much of what I have said of Greek literature might, no doubt, also be said of the literature of Rome; but there is a difference. Latin is studied partly with a view to composition; and so it ought to be, for Latin composition is an admirable logical training, and from the disciplinary point of view it is a thing we cannot propose to give up. Moreover, the Latin language stands in a different relation to the modern world from the language of Greece. In some senses it has been to the educated classes of all civilised lands a common bond—a second *sermo patrius*—and the writing of it should therefore be less difficult (though in some ways it is more difficult) than Greek composition. I hope, therefore, that the Association will give the Committee their support, if this resolution commends itself as likely to strengthen the position of Greek in the curriculum of secondary schools. The passing of this resolution will be an encouragement to the friends of reform both within and without the Association, and will pave the way for the acceptance of the second resolution, which will be proposed by Mr. Cookson.

Mr. E. LYTTTELTON, Head Master of Eton, seconded the resolution. He said :—I think it will be advisable for me to devote my attention to the practical difficulties which a schoolmaster may reasonably foresee in trying to bring about the recommendations in the resolution, and to indicate as far as I can how these difficulties may be overcome. I will mention the first difficulty to be met, and that is, the objections of the Atticists, of those of his colleagues who have been brought up on the old lines, who have reaped advantage from their Greek training, and who not unreasonably rely upon the fact that the orthodox and old-fashioned study of Greek has been to them a source of gain. They will say, "If we teach Greek in this new fashion there will be no sound scientific knowledge of the language." The answer is that in the case of the boys we are considering to-day there is no sound or scientific knowledge of the language at present. That is a fact of immense importance. Head masters would perhaps have some excuse if they pleaded that as far as they can see the results of the present system of teaching are not so bad, but be it remembered that their teaching is confined principally, if not entirely, to the sixth form, and the boys there are those whom we are not at this moment considering ; they are those who have been able to succeed in the learning of Greek on the old system. But what about the weltering mass in the middle of the school ? It is astonishing that assistant masters should have gone on for years ignoring the evidence given every day that the system of teaching Greek which has prevailed in this country is, as regards Greek and for most boys, a dead failure. They do ignore the evidence. So I give fair warning to any head master with innovatory tendencies who may have listened to the persuasive speech we have just heard that he will meet this objection on the threshold. We must make up our minds how we are going to distinguish the scholars from the non-scholars. If we can do that, we have the answer to the objections of the orthodox teacher—viz. that we do not propose to interfere with the satisfactory results obtained by

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the sharper boys. I should imagine that the cleverer boys who can be selected will work on something like the present lines, with some alteration—such as that at least one book should be read with the intention of grasping the literature itself, whereas others will be read in the same close scientific way as at present.

We must consider also whether we are giving our best literary boys sound scientific teaching. We must, however, separate the scholars and the non-scholars. The proposal is that the lower and middle forms should be taught on the new system, and then that some difference should be made as the boys rise in the school. I am not so easy about that, and there is some fear lest the literary result should be seriously interfered with; and the boys must have training in syntax, as they now do. You make a considerable change if you allow the clever boy to read Greek in the way in which you want the other boys to read it. In fact you make an enormous change. The clever boy will not get for two or three years that training in composition on which he relies for his future scientific knowledge of the language. There is an alternative which can easily be adopted in large schools. In each block you can take your scholars and treat them differently from the rest, and boys can be removed from the select division in one block to the select division in another. But where the number studying classics is small you will have great difficulty in obtaining a homogeneous class of any size. Here, I think, the system proposed by the Committee may have to be adopted; only let the work of the clever boys be assimilated to that of the average boys, and not *vice versa*. Of course the difficulties will be considerable, and I should like to hear how some master of a smaller school proposes to meet it. Now why are we going to abandon composition with regard to these mediocre boys? Because the good they can get out Greek composition they will get out of Latin composition. I fully endorse what Professor Sonnenschein has said in that matter. When mediocre boys get to fifteen or sixteen they begin to mix

vocabularies, syntax, and idioms. That fact has not made the impression it should have made on the masters. Then we come to what a boy is to read and how he is going to read it. The aim is to give him something which will procure for him an insight into Greek literature; and if you do that for young boys, Homer must be the author, and the *Odyssey*, rather than the *Iliad*, should be the book. Then comes the practical man's objection: how can we take the *Odyssey* and start on it without knowledge of grammar? You can't. Grammar to some extent must be acquired first. At the end of the time in the preparatory school, or at the beginning of the public school course, there should be taught the elements of the language, enough to start on reading short and easy Greek stories. That preliminary drill should be short, but thorough. We might go to the end of the verb λύω, together with the necessary nouns and adjectives. When the boy shows he is advancing, he can begin Homer. Things would go well if the teacher took some interest in the matter, and if he acknowledged to himself that he was not going to make these boys Greek scholars. Then the boys might learn words by learning vocabularies by heart. Preparation for the next lesson would consist in giving ten lines with preliminary hints, and in telling many of the words to the boys at the previous lesson. There is no fear of the difficulties being too few: I am rather afraid of the contrary. I cannot help thinking of an essay by Sydney Smith in 1825, when he was told that a system of this kind would be fatal because it would make everything too easy. "You might have said the same thing when Macadam laid down good roads; you might have said the horses will all get fat."

There is one more point. These are technical matters, but I will not go into too much detail. How are you going to keep your scholars as grouped? Is there to be no mixture? I think not. The training given to the scholars should from the first be different. Yet you want to hold out something in the way of an inducement to the better among the mediocre

boys to rise. That can be done perhaps like this : as the boys get up to the middle form, vacancies will occur in the scholars' set by boys leaving, or perhaps being degraded, or specialising in other ways. Then you could take out the cream of mediocrity and place it with the scholars' set. That might mean some extra coaching, but the difficulty is not insuperable. The difficulties in a small school will, I admit, be great, because the classes will be difficult to separate ; but that occurs in great schools too. We should not teach mediocre boys under this system more than four hours a week ; but they will be given more than they get now even then. If that be so, time is at once gained. It has been hinted that the time thus saved might be given to Greek archaeology or history. I have some sympathy with that, but there is a more important object to be gained. We should say to our scientific colleagues, " We wish to give you a helping hand and meet you halfway, and we give you with the time we have saved an opportunity of teaching these boys the elements of science." There has been too little consideration between the two classes of teachers. There is too much sectional bickering as to the importance of various studies. The question is how to dovetail and correlate these subjects. If we tell our scientific friends that the time saved from classics by ourselves shall be devoted to other subjects in which they are interested and in which we believe, though knowing little about them, then there will be less sparring and bickering, and there will be a hope of a scientific and practical effort being made to correlate these great educational objects and to assure that the teachers of them will be able to live in amity one with the other.

The WARDEN OF WADHAM.—I venture to intervene in the debate because I may contribute to it a useful element—viz. a very considerable experience of pass examinations. I am afraid I shall only repeat what I said a year and a half ago as to the facts of that experience. I have examined about two thousand undergraduates in these examinations, that is in Responsions and Moderations. Of these about one-third

succeeded, about one-third escaped disaster, and about one-third failed to pass. Now that is a very disappointing result of eight years' learning, and means—it is no exaggeration to put it thus—that the boys in question had spent these eight years in the acquisition of ignorance and dislike of the two classical languages. Whose fault is this? Is it the fault of the masters? It would be impertinence in me to praise the energy and devotion of the great teaching profession. Is it the fault of the boys? Are English boys really so stupid that they can work eight years at a subject and yet know nothing of it? Is it the fault of the subject? On that we are all agreed. Therefore it can only be the fault of the method. As to the method, I will save the time of the Association by referring them to what they have already read, the report of the Curricula Committee, a very clear and temperate yet forcible document. I would venture also to refer the Association to some very useful and agreeable reading which has already been alluded to, I mean Sydney Smith's essay on the Hamiltonian method of teaching languages. That method was a failure because never fairly tried. Sydney Smith adduces the opinion of another great man—viz. of Locke—and he might also have added that of Milton; for I venture to suggest that these are really supporters of the interim report. In that essay there are things with which many would disagree. There is, for instance, the question of the use of interlinear translations, as to which I am glad to hear Canon Lyttelton, who once spoke severely of them, now suggesting something not very far removed from them. But there are two points on which I think almost all the members of the Association will be agreed. One is that difficulty, *qua* difficulty, is not good for boys. It is an astounding fallacy to contend that difficulty in this short life is in itself a good thing. There are many ways of mortifying boys, and if we are to do so, it should be for their good. The second point is, that one should emphasise the fact that the method which is now gaining ground is a natural one. It is the method by which Greek boys learn

Greek, by which children learn a language, and the method by which many of us oldsters learned French and German. We learned those languages by reading as much French and German as we could, in the same way as the greatest linguist I ever knew acquired a knowledge of I don't know how many languages. The Universities are, in this matter, much to blame. What they want is impulse and instigation from the schools. Oxford and Cambridge are sinning against the light because they see the results of the present method ; they see, not the raw material, but the finished product. But another reason for supporting this is that at present pass Greek does keep out from the Universities or delay the entrance to them of many qualified for a University career by any test we may select, by their energy, their ability, their zeal. Now the opponents of pass Greek will be silenced or disarmed if the resolution about substituting for the grammar paper a passage for unprepared translation is passed. Let us throw grammar, as it has been taught hitherto, to the wolves, and by the wolves I mean our scientific friends ; I mean particularly a gentleman whose personal acquaintance I possess, and for whom, on all points but one, I possess the greatest respect—Professor Ray Lankester. At Oxford in 1904 he delivered a striking address, in which he said some things which many of us could not accept, though that did not make them any the less worth hearing. It came to this, that in his view the study of Greek and Latin and history must, like another institution of which we have heard, be either mended or ended. Now we all wish to save the classics, and much will be done for the preservation of classics as part of a liberal education if we accept the very simple remedy that is to come before you on the second resolution.

MR. H. CRADOCK-WATSON.—As the head master of one of the smaller schools, I would like to say a word on their wants. We have heard Canon Lyttelton's suggestion as to the training of future Greek scholars, but it must be remembered that he has an eye chiefly on the requirements of Oxford and Cambridge scholarships. We masters of smaller

schools must have an eye rather on the Local and similar examinations. At present a Greek scholar, in most schools, is one who has a minute acquaintance with the small-print pages of the many grammars in use in the country, and a vast acquaintance with the commentaries on the classics. What we want to be able to do is to read our Greek authors in plain texts with greater rapidity, that our boys may feel some enthusiasm for the subject-matter, and not have to trouble their heads about the peculiar uses of the subjunctive. We want to read all our Greek authors at school in the way in which we have read our Homer in the past, and I think that in most cases we read it with a sublime disregard of Homeric forms and Homeric grammar. If this is to be possible at school, we must have a new definition of a Greek scholar, which university and other examining bodies will accept. Will the Association lay down such a standard?

The CHAIRMAN.—Professor Conway has given notice of a verbal amendment to the clause relating to Latin, which would make the whole resolution read thus :—

“That in the lower and middle forms of boys’ public schools, whereas Latin should be taught with a view to the mastery of the language for its own sake, by practice in writing it and by other means, as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors.”

Professor CONWAY.¹—I rise, sir, to move this amendment, which, I hope, will be regarded as wholly friendly to the original motion. Certainly no one could be more heartily in sympathy with the objects which the Committee had in view in regard to the study of Greek. Indeed, it has happened that my experience as a provincial professor, in more than one large centre, enables me to support their

¹ The verbatim report of this speech was by accident destroyed, but at the request of the Secretaries the speaker has done his best to reproduce it from memory, and hopes to have set down at least the main lines of it correctly.

proposals very heartily, because it has convinced me that a sound knowledge of Greek may be acquired in a much shorter time than is commonly supposed, provided that the student has first had a sound training in Latin. Both at Cardiff and at Manchester we count on bringing a student of fair ability to a very respectable level of Greek scholarship in three and a half years from the time when he first begins to study the language. But this same experience makes me somewhat anxious as to the first part of the resolution—what I may call its *μὲν* clause—that in which certain presumptions about the teaching of Latin are put forward mainly to serve as a contrast with the recommendations made as to Greek. Now, perhaps, I may be allowed to speak on this question from a frankly provincial standpoint. Those who approach it merely from knowledge of classical teaching either in the great public schools or in Oxford or Cambridge, hardly, I think, come into contact with the problems which, in the provincial Universities, are part of our daily experience.

At Oxford and Cambridge the chief controversy, for some years now, has turned entirely on the question of Greek, and I think on both sides of that controversy it has been either explicitly or tacitly assumed that there was no question in debate at all as to the teaching of Latin; no one had any fears at all as to the future of Latin in secondary education. But with us it is different. None of the provincial Universities have felt it wise or right to insist on Greek as a compulsory subject for their final pass B.A. We have to give our students as good a literary training as we can, considering the type of school in which they have been for the most part brought up; and if they have shown an aptitude for Latin, we encourage them to begin Greek. Many of them do, but these are always a minority, even of those who take the B.A. degree. As a matriculation subject, therefore, Greek has always been optional, but as to Latin the controversy is keen and is still going on. Every one knows that London University, which influences a very large number of provincial centres of education, has recently

allowed Latin to become a merely optional subject in its matriculation. Now this at once raises the practical question in the minds of a number of earnest, but not always educated, men in the different Education Authorities up and down the country, with regard to the claims of Latin in the secondary schools which they influence or control. Is or is not Latin to be recognised as a regular subject of instruction? The question is an urgent one with them, because through the provisions of the Education Act of 1902, which has certainly done much for secondary education, a very large number of new secondary schools are being founded by public authority all over the country. You will see that the question is not so much of preserving the teaching of Latin in the schools where it is already carried on, as of securing the possibility of learning Latin for a great multitude of children, of a class which in this generation is for the first time receiving anything beyond primary instruction. If the case were allowed to go by default, and it were settled that this newer type of school should take no interest in any form of classical teaching, or offer it merely as a rather difficult and expensive "extra," the effect on education as a whole in a few generations would certainly not be what this Association would desire. It would be to create a marked cleavage between the education given to children of the well-to-do classes, and the equally clever or cleverer children of the poorer classes, to whom higher education is now for the first time offered. Nothing, I believe, could be worse for the future of classical study in this country.

All this will seem, perhaps, rather far from the resolution, but some explanation was necessary to make clear why it is that the effect of the wording of the resolution upon the teaching of Latin seems to me by no means unimportant. It would be a very great pity if, in order to explain what we recommend about the teaching of Greek, we used words which would convey or might be interpreted to convey any degree of depreciation in regard to the existing teaching of Latin. The Association may be quite sure that the opposite side in

this great educational controversy will be quick enough to fasten upon any such phrase, and make use of it for their own purpose. Now to me the wording of what I have called the *μὲν* clause of the resolution does appear to suggest a rather narrow view of the objects we have before us in teaching Latin. It says that Latin should be taught "with a view to the correct writing of the language as well as to the intelligent reading of Latin authors." The Latin teacher is thus supposed to have two objects before him—one to make his boys understand the great Roman writers, and the other to enable them to produce a good page of Latin prose. Are these objects really commensurate? Is the teaching of Latin prose itself so great an object as to be set on an equal footing with our desire to enable boys and girls to appreciate the glorious inspiration of Virgil, the noble ideals of Cicero and Livy, or the profound criticism of life which they find in Tacitus? True, the writing of Latin prose is a fine art; true, it affords an admirable intellectual discipline, an admirable training in style and all that style means: but if it be regarded as the actual *τέλος* of our work, is it suitable for the average boy? Now I have had recently an experience which brought home to me the results of trying to impart this fine art, to boys of even solid ability, but without much literary sense. I spent an evening in the company of three young fellows who had recently left one of the greatest of the public schools; all of them were men of distinct promise, and impressed one as likely to make their mark in their business and professions. They had learned classics at school for six, eight, and nine years respectively, and they all of them told me quite sincerely that they had never felt the least interest in the study from first to last. I asked them whether they had ever read any Virgil, and they said, "Well, a little, but Virgil is very hard." "What have you read then?" "Well, a good deal of Caesar, and Caesar is very dull; and a little Ovid, and some of it was very silly." And that represents the outcome of all those years of hard training under most accomplished masters!

There must be something wrong with a system that produces a result of that kind. Now all that time these boys had been writing some kind of prose both in Greek and Latin, and I believe "verse" as well, and yet they had never got beyond, even in Latin, reading a little Virgil with difficulty. The truth is that the pursuit of composition in Greek and Latin as a fine art has nearly obscured its own proper purpose, which is, as I suppose we should all agree, to enable the student to know better than he can in any other way the beauty of the ancient literature that he is studying. The result of the present system is to make a boy think of his "prose" or his "verse" as the main object, and his intelligent reading of the authors as something separate and subordinate; and thus he is kept at the less interesting authors for six or seven years, and finally leaves school without any perception of the greatness or human interest of the literature he has been supposed to study.

In the amendment, then, that I venture to propose I have endeavoured to improve the description given to the linguistic side of Latin teaching so as to suggest, or at least not to exclude, all the weighty reasons there are for the study of the language, even apart from its being the key to the literature. It is this which makes the essential difference between the study of Greek and Latin, that the Latin language in itself has been a factor in European history, itself a great instrument of civilisation; and we desire not merely that the schoolboy should know something of the glories of Latin literature, but that he should also have a grasp of this master key to the thought and the language of the civilised world. Now here we have a valuable ally in common experience. If you say to the average county councillor that every man ought to know Virgil, he replies that they have not time; but if you say to him that a knowledge of Latin will make it enormously easier for the boys to master French, Italian, Spanish, and Portuguese, he realises that at least your point of view must be considered. However small an argument may be, if one can understand it,

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it is worth ten arguments of greater importance which one does not understand. Therefore I think that we should use in our resolution the phrase, "the mastery of the language," which will suggest the importance of Latin as a preparation for the study of modern languages, as well as for the intelligent use of English, instead of a phrase which merely suggests the acquisition of an artistic accomplishment. In the phrase "by other means" I have endeavoured also somewhat to broaden the suggestion as to how Latin should be taught, so as, for example, to leave room for the possibility that the teacher who has some interest in philology may make use occasionally of his Latin lesson as a means of giving his pupils the stimulus which comes from some appreciation of the historical side of the study of language. There are other means, too, on which I need not dwell, but which would seem equally excluded by the reference to Latin prose as being the one and only end of the linguistic study of Latin.

As I said at the beginning, this amendment is moved in a wholly friendly spirit; my desire is simply that in our eagerness to help the boys and girls who are or may be engaged in studying Greek, we should not use any phrase which may, even remotely, be a hindrance to that much larger class who are or may be led to study Latin.

Professor F. S. GRANGER seconded the amendment.

Mr. T. E. PAGE.—I came here fully resolved, unless it were necessary, to say absolutely nothing; but as an amendment has been moved I may make a few remarks on that. The resolution has been expressed in the clearest language of which the Committee were capable. But I allow that one thing the Philistines have said of classical scholars is, that the only thing they can't write is good English. I may say, with regard to the clause "with a view to the correct writing of the language," that the Committee do not attach any real importance to the particular form of expression in which that clause is put. The reference to Latin is entirely subordinate to the main object of the resolution, which deals entirely

with the teaching of Greek. If Professor Conway wishes to amend the first clause I do not think the Committee would object.

Professor CONWAY.—I may say that I strongly support the second part of the resolution.

Mr. PAGE.—As to the other remarks made, I am in sympathy with the gentleman who asked for a definition of a Greek scholar; and I noticed that when he sat down the Chairman got up, and I thought that the gentleman had thus received a direct answer. I was offered the opportunity of seconding the resolution, but I had my say last year, and I am extremely glad I refused; for it is a great pleasure to find such a resolution seconded by one occupying the position of the head master of Eton, who lends to our views such great authority. But when he was speaking there was created in my mind some astonishment. He said that a reforming head master would have to meet the objections of an over-conservative staff. My experience is that the staff of most public schools does not consist of a body of Atticists, and I am interested to meet with a head master who complains that his efforts for reform are rendered vain by the resistance of those assistants of whom one at least has almost spent his life in urging reforms upon head masters. There is one remark, however, which Canon Lyttelton made, which is of practical importance; it was with regard to the cleverer and the mediocre boys. In my judgment, that difficulty will not appear. You may safely rely on the cleverer boys to take care of themselves. They can easily do that; they will not long continue in the same form as the mediocre boys. And I therefore think that we may pass this resolution with perfect safety; it will not affect the cleverer boys at all. Nor do I see that the question raised as to the practice of Greek composition will have any real influence upon the boys who are to become scholars. I think the early practice of Greek composition is pure vanity. At Shrewsbury, when I was a boy, though we did a quantity of Greek iambs, we did no Greek prose composition at all. That is a proof that

by reading and understanding Greek authors you may write good Greek without a wearisome training in Greek exercises. I think that is all I wish to say; but I would add how cordially I agree with what was said by Professor Sonnenschein; and I should like to point out that the Committee, being a large one and composed of members with very various opinions, owes very much to the able leadership of Professor Sonnenschein. He took extreme pains to make himself acquainted with every detail of his subject, and by his tact and skill he succeeded in smoothing over all difficulties and in making the proceedings of the Committee agreeable to all its members. One might add that in presiding over the Committee he exhibited an almost patriarchal spirit of self-sacrifice, which I have admired; for, as the author of a well-known Greek grammar, he did not hesitate to offer up his own offspring upon the altar of duty.

The PRESIDENT OF MAGDALEN.—I hope we shall pass the resolutions as they stand. I quite recognise the value of what Professor Conway has said, but I think we should stick to the resolutions as proposed by the Committee. We shall only confuse the issue if we enter into larger considerations. I admit that the problem of provincial Universities is somewhat different, but it can be worked out by itself. It has been asked what is the definition of a scholar. That does not so much matter for our present purpose. We cannot have too clearly before us that the vast majority of boys are not going to be scholars according to any definition, however strict or loose, of a scholar. There are a small percentage of boys who are going to be scholars, to give their lives to scholarship, and there are those whom no training in the world can make literary. Between those lie the vast bulk, differing by every grade, shade, and degree. Many have tastes and capacity which may develop at very different periods when leaving school, or even after leaving school. The seed sown in school life germinates late in some cases. We can save Greek by the treatment here proposed. The older Universities cannot move forward by themselves, and

this resolution would conciliate much opposition. I therefore hope it will be heartily supported.

Mr. H. F. POOLEY.—I do not mind whether the original resolution or the amendment is carried, but the amendment makes it easier for me to offer my suggestions. What we are talking about is the teaching of Greek, but we are also giving our opinion as to the way in which Latin should be taught to the junior and middle forms. Could we not give practical effect to the paper read to us last night by Professor Clifford Allbutt? Can we not indicate by a word in a resolution our view as to the speaking of Latin? The general opinion is that boys should have some oral instruction in speaking Latin. Will Professor Conway agree to add to his amendment the words, “and speaking”? If the amendment is not carried, then in the original resolution the words “and speaking the language with facility” might be added. This amendment might be thought irrelevant, but I do not think it is.

Professor CONWAY.—My amendment is “by practice in writing it and by other means.” I desire to allow teachers to have the liberty to use every means they may think fruitful.

The CHAIRMAN.—On the first page of the report there are several questions mentioned which are postponed. It must be remembered that this is only an interim report, and among the postponed questions is that of the method of teaching Latin. I think it would be better not to enlarge the scope of the discussion to-day, and the question of speaking Latin will come up later.

Mr. POOLEY.—I only hope that at some time or other the Association will express its opinion in favour of the practice of speaking Latin.

Professor POSTGATE.—I hope the suggestion of Mr. Pooley will be agreed to. We should vivify Latin teaching through the spoken word; that is the key of the matter.

Mr. W. C. COMPTON.—I came here prepared to speak only in case any points were brought forward by way of criticism or of opposition to the resolutions which the Committee have

drawn up, and there has been practically no opposition or criticism. The principal points have been made by the head master of Eton, and it is in reference to one particular point in his criticism which really has been taken up and spoken to by Mr. Page, that I wish to add my support to the view Mr. Page has expressed. May I also say that the Committee, as has been pointed out by the Chairman, carefully avoided overloading our programme, so that the general principle should be passed by the meeting; and that the details as to Latin were left over, so that we might have a solid resolution as to Greek? I believe that the Committee will be ready to accept Professor Conway's wording, although its own wording was carefully considered before it was settled. Canon Lyttelton has raised the point that it would be a serious question for head masters, how to distinguish a future scholar from the average boy. I think the future scholar, as well as the non-scholar, will be better trained for his future position by the adoption of the plan which the Committee has recommended, and by making the teaching of Greek in the lower and the middle forms in the public schools follow the lines on which modern language teaching is now almost universally pursued. While abroad recently I heard of an adult who desired to learn German. The professor to whom he went asked him what was his favourite book, and he replied that it was the *Pickwick Papers*. The professor took down a volume of the *Pickwick Papers* in a German translation, and said to his pupil, "Read it." The candidate knew no German. However, he went away with the book; and in due course, after some time, he came back to the professor, who asked him, "Have you read it?" "Yes," was the answer. "Do you understand it?" "Well," replied the candidate, "towards the end I did understand some of it." "Take it again, and read it all over again." The pupil did so, and in reply to the professor now was able to say he understood practically the whole of it. "But," said he, "what about grammar?" "You have learnt all you want." If you learn the language by reading it, you will, in course of

time, acquire a knowledge of grammar, instead of beginning with grammar before reading. I don't say that this method of the professor's is entirely applicable to Greek. You can't, for instance, begin Greek on a Greek version of the *Pickwick Papers*; but if you take Homer or Herodotus, and begin by preparing the lesson with your class, the boys will read it, construe it with your assistance, and as their vocabulary grows they will need less help. In the course of time the boys will get fond of the story and will cover a good deal of ground, and the study of grammar will follow. When you are learning a language in childhood, you do not begin with grammar. You learn to speak the language first, and then learn its grammar. As to the future scholar, if in the lower forms he is trained on reading, in so doing he will have acquired a good deal of knowledge of grammar; and you will find that, in the higher forms where the scholar is developed, the boy will have lost nothing by the method, but will have gained much by being trained with the rest of the class, who may never become scholars. The time thus saved may possibly be devoted to science, as has been reasonably suggested. It will be seen, by examining the different timetables in the report, that without lessening the time allowed for classics, only saving the time devoted to unprofitable details of grammar, there will be time found to meet the "wolves" half-way, and still to allow the boys a fair amount of time for their classical and linguistic studies.

Professor PERCY GARDNER.—My only reason for speaking is that I belong to a different species of teacher from those who have spoken. I have never taught a class of boys, and I have not to deal with stupid undergraduates, though I may try to imagine what they must be like. I will only emphasise one word in the resolution, and that is the word "intelligent" reading. The word "intelligent" contains all that the teachers of my particular class would wish to be included. In order that the teaching may be intelligent, it must, of course, include some knowledge of ancient life, geography, history, and the like; and if that

is done I feel quite convinced that the classics will become a more intelligent study than at present, and will retain their power in the school.

Dr. W. H. D. ROUSE.—I would say one word from the point of view of one who has tried the reform now advocated. Canon Lyttelton seems to anticipate a good many difficulties which, as a matter of fact, I have not found, and I thought it might be an encouragement to any who wish to make the same attempt to say so much. So far from finding a deadweight of opposition from assistant masters, I found them only too glad to receive any light and discuss anything new, to make suggestions of their own, and to make any attempt on reasonable and intelligent lines. And I say that not merely in connection with one school, for I found the same thing when I was secretary to the Assistant Masters' Association. The members of that association were keen about the reform of their work; they were keen on all professional questions. It must be admitted, however, that there are in the great public schools a certain number of assistant masters of the type of Chinese mandarins. These I speak of with respect—*honoris causa nomino*. Another point should be remembered which makes matters simpler. All reforms must begin at the bottom, thus taking time to work out; and by the time they are worked out, the mandarins may be enlightened, or they may have retired in affluence into private life, or they may have been translated. You cannot change the curriculum and methods of a great school in a day; you must begin at the bottom if a new method is to succeed. As an example, take the oral method of teaching French and German. There were many boys who had learned French under the old book system in my school, and though many of them were intelligent boys, they could not be reconciled to the new system; they fell between two stools. It is only with those who have had nothing else that the reformed system really succeeds. Another reason for beginning at the bottom is that the new men generally come in there, and the head

master can explain to them the method he wants them to adopt at the very beginning. The difficulty will be that most men on leaving the University (even men of high qualifications) are not competent to teach Greek and Latin to beginners. They may have great book learning, but they have little at their tongue's tip. We have to adopt methods which imply great readiness on the part of the teachers. They will have to adapt themselves to all sorts of intellects. They will have to lead, not to drive the boys, along the road which the boys' own intellectual powers suggest as the shortest. There is also another point. If any real reform of classical teaching is adopted, it must be taken in conjunction with an alteration of the timetable. It is no use to tinker as we have done for a generation past, when, as each new subject came up, it was plastered on to the curriculum, swallowing the boy's spare time, and making his school life a chessboard with a duty for every hour, taking away his freedom, and making him more or less of a machine. This degeneration has been accompanied by a delusion, that languages are things written in books and not things spoken with the tongue. If we organise the curriculum properly, the foreign languages will be taken, not simultaneously, but one after another. French, say, will be put first, perhaps from ten years of age to thirteen, or from nine to twelve; then Latin: so that we shall begin Latin and Greek later in life than we do now. One result will be that the difficulties as to scholars and non-scholars, and as to Greek in the lower forms, will disappear. Boys of ten cannot appreciate literature except in the simplest form, and then the form should be English, or perhaps French, stories. At fourteen or fifteen the mind is more mature, and the boys can better appreciate literary points; so that you will find after two terms of Greek, begun late under a rational system, they will be able to tackle Greek authors—say the easier parts of Xenophon, Herodotus, and Homer. There is abundant material, provided the boy is not too young. If he begins at nine or ten, his mind is not strong

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enough to carry what you give him. Lastly, one word as to the oral method of teaching. It requires a certain amount of practice, but if a man can do it, it enables the pupil to get on with his grammar work, his composition, and his knowledge of vocabulary much faster than by the method of writing. I do not agree with the learning of lists of words in a vocabulary—it is at once difficult and uninteresting; but boys can learn by heart the pieces they are translating. Then there is the system in use in girls' schools. After a piece has been construed sentence by sentence, it is the custom to ask them to repeat it by heart without having learned it. It may seem incredible, but I have tried it with boys and found that it can be done with practice, and the facility becomes greater and greater. I ask you, then, to accept this resolution; it is one step in the direction of a complete reform.

MISS J. E. HARRISON.—I really should apologise for speaking at all, for I am no scholar and have not trained scholars; but I have made experiments to see how one can learn Greek somewhat on the lines of a modern language. One word as to the opening of the third seal referred to by Professor Sonnenschein—viz. prosody. If we are to dispense with grammar, it must be through the means of poetry, and poetry learnt by heart. In the very first lesson I give my pupils—they have learnt no grammar—I read them a few lines of Anacreon, and then they read them to me; and for the next lesson they learn those lines by heart. That, I think, is better than learning lists of words by heart. After that we took some simple epigrams. We had Mr. Mackail's translation. I do not read the Greek to my pupils before letting them hear the English of it first. It is no gain to hear the Greek read unless you know what it means. I next boldly took a chorus from the *Hippolytus*, with Mr. Gilbert Murray's translation. Mind you, I do not say that the subtleties of the rhythm are understood by all; but if you read a chorus, emphasising the measure, those with an ear for rhythm will catch it up and easily appreciate

it. I have a pupil who, at the end of six weeks, knew two choruses and could construe them at any point; but I can scarcely get her to attend to the iambic part. She is, however, very keen on going on with the choruses. I do not know whether this is quite a practical manner of teaching, but it seems to me possible that in the lower and middle forms of boys' schools it might be feasible to make some such attempt.

Professor SONNENSCHN.—Before touching upon the amendment, may I be allowed to say how heartily I agree with Professor Gardner's interpretation of the word "intelligent"? I had defined it myself in a somewhat narrower sense, but I certainly meant to include the point to which he referred. I also quite agree with Miss Harrison, that we should teach the rhythms of Greek verse; but I did not mean by "prosody" what she has understood. By prosody I meant a body of rules which tells you elaborately how you ought to pronounce words which you are in the habit of mispronouncing. But the quantities of words should be learned, in the main, by ear. Pupils need make no mistakes in quantity if they hear the words properly pronounced from the very first. To turn to the amendment. As Mr. Page rightly said, it is not really a very vital matter which form of words we adopt, and it would be easy to accept the amendment merely with a view to getting on. But is not the original wording better than that of the amendment? Mr. Page said that the amendment leaves the second—the effective—part of the resolution as it is; but it does not quite do that, if you scrutinise it closely. Professor Conway substitutes, for "correct writing of the language," "mastery of the language by writing and other methods"; but the other part of the resolution is that "Greek should be taught only with a view to the intelligent reading of Greek authors." This, taken with the other clause, implies the exclusion of composition only; but the amendment makes us exclude more. We did not mean to exclude the "mastery of the language by writing and other methods"; those words, therefore, seem to me to

introduce some obscurity into the resolution. I think our words express our meaning correctly, and are not justly open to the interpretation which has been put on them, as though we set up the writing of Latin as of *equal* importance with the reading of Latin literature. I should prefer to have the matter put to the vote, so that the Association may decide for itself.

Professor BURROWS.—I am sorry that Professor Sonnenschein has seen fit to adhere to the original wording. It would be better if the Committee could see its way to accept the amendment. We want to give the correct view of our meaning to the public, and we should make it as clear as possible. Professor Conway's point about the younger Universities merits careful consideration. If the Association has deserved well, it is in this, that it has brought together every kind of teacher. When we began to discuss the system we are advocating I was told, "This is all very well for adults, but it will not do for boys." We have, however, heard to-day from Dr. Rouse that this method of teaching *has* been applied to a boys' school, and we know that for a long time past it has been applied most successfully to girls. It is vital that the teaching of a language should be considered as a whole. We are making this resolution exclusively for the lower forms in schools, but I hope the meeting will take the broader view. I hope, too, that grammar, rather than composition, will be what we throw to the wolves. Greek composition, as a help to the understanding of the authors, is of great importance. I have myself lately been taking some beginners, on the lines suggested by Miss Harrison, in a Greek play. Excellent results can be obtained by getting them to shut their books the second time a passage is being gone through, and to recreate the original from the English, as given them orally, line by line. That, I think, is a sane and simple form of Greek composition, fit for beginners, and yet literary from the outset.

Mr. MACKAIL.—I should like to make a suggestion which would meet the difficulty of the divergence of opinion which

certainly does exist. I entirely agree with the resolution as it stands, but in view of this discussion it appears that it is capable of being interpreted in an ambiguous sense. It seems, perhaps, to import into the resolution certain factors which are not essential to it, and which in that respect are superfluous. I would suggest that the views of the Association and of the Committee would best be met by the omission altogether of the words relating to Latin. From the substance of the report the public can see what the view of the Committee is as to the teaching of Latin.

This amendment having been seconded by Professor POSTGATE and accepted by Professor Conway and Professor Sonnenschein, Professor Conway's amendment was withdrawn.

The CHAIRMAN.—I see the time is getting late; I will therefore only say a few words. On previous occasions I have expressed the warmest sympathy with the proposed new method of teaching Greek to the average boy. I am not going over the ground which has been covered in this excellent discussion. I will only reinforce what has been said by reminding you that the precise problem which we are trying to solve here is one which has already engaged attention for some years in Germany, and that the proposal before the meeting is practically the solution which has been attempted there for the last four or five years. It is still in the experimental stage even there, and it is a little difficult to find out precisely how far it is successful; but, to judge from the scanty knowledge of a definite character which is available, the results are encouraging for our experiment. In Germany the complaint has been the same as here, that the classical teaching of the ordinary boy has been carried on as if on the assumption that all are intended to be classical experts or trained scholars. The consensus of opinion even among German philologists points to this being a mistaken method. It may have been good for Meineke, the future editor of the *Greek Comic Fragments*, that at school he began the work of collecting the Fragments and amending them; but the training requisite for this was heartbreaking to the majority of the

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pupils, especially to those of a poetic or imaginative mind. Let me read to you some extracts from the Revised Programme for the Gymnasia in Prussia, dated 1901, as regards Latin and Greek. For Latin the aim of instruction should be "on the sure basis of grammatical training to enable boys to understand the more important classical writers of Rome, and thus to introduce them to the intellectual life and culture of the ancient world." The Programme then points out that, as regards Latin grammar, all unnecessary detail should be omitted during the first three years of study; and that, as regards vocabulary, only the most important words should be taught to the beginner. As to Greek, the aim of instruction should be "to enable boys on the basis of a sufficient knowledge of the language to form acquaintance with some of those works of literature which are eminent both for matter and form, and through them to gain an insight into the intellectual life and culture of ancient Greece." Again, in the German Programme it is insisted that only the strictly necessary Greek grammar should be taught during the first three years. As to the reading, there is a note that the instruction based on a thorough grammatical knowledge must aim at revealing to the pupils the author's train of thought and the artistic form of the work. I will not go into details, but another point is mentioned which is likely to be essential in working out the proposed reform. With us, however, it may meet with some opposition. It is this, that in dealing with the longer poetical writings good translations should be used to fill in such portions as are not read in the original. For my own part, I would go further in this direction. Also, I incline to think certain other corollaries will flow from the acceptance of our main principle. The first and most important is that it will be necessary to put off the teaching of Greek to a later age than that at which it is now begun—I should say until two years later. If the main object of teaching Greek is to open up to the pupil the culture of the Greek world, we must wait until his mind is more formed and more capable of appreciating the artistic side of the study.

Then, during the years in which he learns Greek, loss of time should be made up for by more intensive work. The problem how to teach Greek to the average pupil is of vast importance. Some persons are disposed to slight it on the ground that the scholarly and profound study of Greek will not suffer, even if it remains entirely in the hands of a few. In my judgment it would be a real misfortune to Greek learning if it were entirely separated from the educated life of the community and became the exclusive study of specialists. There is no other literature in which it is of such consequence that the expert and the educated man should be brought into some relation with one another. If Greek literature means anything, it means that it has in it something which you cannot adequately learn and appreciate by erudite work in the study. It is a literature so permeated by the breath of civic life, and standing in such close relation to the living forces which go to shape society, that we need not merely to train experts, but to imbue with Greek culture men versed in affairs, who will keep alive in the community the sense of that great intellectual heritage. The chief moving forces still acting directly or indirectly on the intellectual life of Europe are of Hellenic origin, and those forces are not exhausted. If we wish to make Greek a still more living force in the community at large we must reform our methods.

The amended resolution,—

“That in the lower and middle forms of boys’ public schools Greek should be taught only with a view to the intelligent reading of Greek authors,”—

was then put to the meeting and carried, with very few dissentients.

Mr. C. COOKSON then moved the second resolution, as follows :—

“That the Association petition the Universities of Oxford and Cambridge to take into consideration the abolition of the separate Greek grammar paper at

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Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation."

He said :—The time is getting late, and I hope that I may be allowed to treat this resolution as purely consequential. The resolution is twofold ; it consists of a destructive and of a constructive part. The destructive part of the resolution I leave to your judgment without any recommendation. I have no mandate to speak for the University authorities ; but those of us who have taught at Oxford have long been aware that the Greek grammar paper in Responsions has been tottering to its fall, and this resolution should give it the final impetus.

The report of this Committee has been looked forward to with some interest, and one London journal at least has appealed to us to save education. The practical result of the resolution is the abolition of the grammar paper, and that result to some will seem hardly adequate. It is, however, only those who have worked as schoolmasters, and then as tutors and examiners seen the results of this work, who know the effect of the grammar paper on the morality of the ordinary passman.

The constructive part of the resolution deserves that we should congratulate the Association on having put it forward. We have been accustomed to destructive proposals ; but this is the first time that it has ever been proposed that something should be done. I have been met with a certain amount of criticism at Oxford on this proposal. I have been told that any work in unprepared translation got from a passman will be worthless, and that the standard which would have to be accepted would be a miserably low one. In that particular objection I feel a great deal of force, but it goes on the assumption that boys are to continue to be educated as they are now. If in the course of the next two years or so you substitute a paper in unprepared Greek translation for the existing grammar paper, the standards will have to be lowered. Now, to lower the standard is comparatively easy, but it

would be difficult to raise it again, once it had been lowered. I hope, therefore, that the resolution may be coupled with some recommendations from the Council that this reform, if accepted, should be accompanied by a proviso that it should not be brought into force without due notice, in order to give time for a generation of passmen to grow up who have been educated under the new system, so that you may start with a standard in Greek unseen that that will not be altogether discreditable.

Mr. L. WHIBLEY.—I have pleasure in seconding the resolution. I venture to suggest that the proposal might have taken account, not only of Responsions and the Previous, but of the Certificate Examination, and other examinations which give exemption. I should myself have been prepared for the same measure to be meted to Latin grammar, not because I do not agree with the first resolution, or undervalue accurate scholarship, but because I believe that the object in view can be attained without a separate test in grammar. On this point I do not think the University of Cambridge will need much conversion. We have been considering more vital questions of principle, and have had to postpone reforms of detail. But in the discussion a year ago, those who were most anxious to retain the obligation of Greek were most explicit in advising the abolition of the grammar papers; and the Studies Syndicate, in their revised report, accepted the suggestion. Therefore I think Cambridge will come more than half-way to meet the Association. I believe that the change, as it will lighten the burdens of the passmen, will also have good effect on the teaching of those who are going to be scholars; and I hope it may not be necessary to separate the two classes of students as definitely as the head master of Eton suggested. Grammar has sometimes been taught too much for itself. If grammar can be taught less by rule and rote, and in closer connection with the authors, boys will read more of the literature and will read with more intelligence; and with wider reading the better scholars, if the finer points of language are not neglected,

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will increase their knowledge and appreciation of the classical languages and literatures.

Mr. R. T. ELLIOTT said that he, like other opponents of the resolution, had received no notice of it before the meeting, and had consequently had no opportunity of organising any opposition to it beforehand, so that the result of the snapshot about to be taken must not be regarded as by any means necessarily typical of the opinion of the large number of classical teachers then absent. He was ready to welcome any real reform in the teaching of Greek, such as an approximation to the classical Attic pronunciation in teaching; but he was not willing to deal an irreparable blow to the accurate teaching of Greek merely because it was wrongly labelled "reform." After long experience in teaching Greek to candidates of the standard implied in Responsions, he was firmly convinced that the proposed abolition of the Greek grammar paper would be a great blow to the accurate knowledge of Greek, and a blow which would in no way be compensated by substituting an easy passage for translation at sight, as recommended. For one thing, in a language with so wide a vocabulary and range of forms as Greek, it would be quite impossible for a succession of examiners to maintain a uniformity of standard, possible with the present grammar paper, in regard to unseen pieces of Greek set to candidates at this stage. The variation would be too enormous, and the test quite unfair. An examination in Greek for comparative beginners based on translation at sight, without grammar, must be largely a farce. Moreover, the abolition of the grammar paper in Greek must logically and inevitably be followed by the abolition of that in Latin also. At the same time, he thought that the Greek grammar paper in Responsions and similar examinations might certainly be modified with advantage. Far too much importance was at present given to exceptions as compared with rules, and to unusual as compared with common forms. It was not fair to expect a boy to remember the enormous number of irregular forms of Greek verbs; and, indeed, he would be

willing to insist only on the regular verbs and about ten of the chief irregular verbs. As to the objection urged that morning that Greek grammar was uninteresting, that depended largely on the teacher; many of his pupils had told him they found the subject most interesting, and it could certainly be made so by a judicious use of the results of comparative philology, and by pointing out the origin of various Greek forms and their relation to the corresponding Latin and English forms. He trusted there were still enough Oxford men with common sense to refuse to make the Oxford certificate for Greek a farce, by lavishing it on those who could not conjugate *λύω* or decline *λόγος*.

Dr. Gow.—I shall support the resolution, though perhaps my reasons for doing so would be distasteful to many members of the Association. In the course of this discussion I have heard much with which I disagree, and much which I thought unnecessary. The method of teaching languages now proposed is not new; it was described by Macaulay sixty years ago, and we have all of us practised it in learning German or Italian. The teaching of grammar has a definite function. It gives that nimbleness of mind which is gained by the study of inductive science. We classify words just as a conchologist would classify his shells. This part of his work gives the classical boy a certain rapidity of thought which is very noticeable when he is transferred to the modern side. But although a careful study of grammar is to my mind necessary, I do not think that there should be a paper on it in Responsions or the Previous Examination. It is not the duty of the Universities to see how undergraduates have been trained; they should only require them to show elementary acquaintance with the classical languages. One cannot translate without some elementary knowledge of grammar, and such knowledge is tested by a little unprepared translation.

Mr. J. K. FOTHERINGHAM.—May I ask a question? In the third line of the resolution you have the word “separate.” Is the attack on Greek grammar as a whole, or is it only on the

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separate Greek paper? Do we mean that we are satisfied with the examinations as they were up to last September, or do we wish to cut Greek grammar out altogether?

The CHAIRMAN.—I think the intention is that there may be questions in grammar in the paper of unprepared translation, but that grammar should not occupy the independent position it has hitherto done.

The resolution was then carried, with one dissentient.

Professor SONNENSCHN EIN then drew attention to the inconvenience caused by the last words of the reference to the Committee, "the Committee to report to the Association." He desired to omit them, or to substitute "the Committee to report to the Council, which shall present the report to the Association."

After some discussion it was proposed by Mr. MACKAIL, seconded by the PRESIDENT OF MAGDALEN, and carried unanimously,—

"That it be a further instruction to the Committee that it make its report to the Association through the Council."

The CHAIRMAN.—That concludes our business. I would only ask you, before separating, to give a very cordial vote of thanks to Dr. Headlam and the authorities of King's College for having shown us such gracious and courteous hospitality during the last two days, for the charming reception of last night, and for granting us the use of these rooms yesterday and to-day.

Professor POSTGATE.—I have the greatest pleasure in heartily seconding that vote of thanks, and in doing so to refer to the very valuable services which have been rendered by Professor Flamstead Walters, the Hon. Secretary of the committee charged with the superintendence of the arrangements for the meeting.

The vote of thanks was carried unanimously, and the proceedings ended.

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STATEMENT OF ACCOUNTS, JANUARY 1st TO DECEMBER 31st, 1905.

<i>Receipts.</i>		<i>£</i>	<i>s.</i>	<i>d.</i>	<i>Expenditure.</i>		<i>£</i>	<i>s.</i>	<i>d.</i>		
Balance, January 1st, 1906	230	6	7	Printing and stationery	...	...	18	19	11
Entrance fees (153)	38	5	0	Postage ...	...	...	25	9	4
Subscriptions for 1905 (814)	203	10	0	Clerical assistance	...	...	17	16	4
" " 1906 (166)	41	10	0	Expenses of general meeting	...	...	33	14	10
" " 1907 (129)	32	5	0	Travelling expenses of members of Council...	...	...	33	10	4
" " 1908 (99)	24	15	0	<i>Proceedings for 1904 (less credit by sales and advts.)</i>	...	...	43	4	0
" " Life (43)	161	5	0	" " 1905 " "	...	...	61	17	9
Colonial and American contributions	8	11	2	Grants to Manchester Branch (capitation) ...	...	...	14	16	0
Miscellaneous subscriptions and contri- butions	1	18	4	" " " " (excavation fund)	...	...	2	2	0
						Curricula Committee	...	...	6	2	2
						Pronunciation Committee	...	...	5	18	10
						Miscellaneous	...	...	1	0	6

Balance, December 31st, 1905 :—
 Invested in New Zealand 3½% Stock 243 15 0
 On deposit ... 100 0 0

Total invested or on deposit ... 343 15 0
 In Bank ... 132 16 3
 American cheque not cleared ... 1 0 0
 Credit with Messrs. Murray ... 0 12 2

Less petty cash due to Treasurer 134 8 5
 0 8 4

Total cash balance ... 134 0 1

£742 6 1

(Signed) F. G. KENYON,
Hon. Treasurer.

Examined and found correct.
 February 26th, 1906. (Signed) W. LORING.

REPORT OF THE COMMITTEE ON THE SPELLING AND PRINTING OF LATIN TEXTS

The Committee nominated by the Council in accordance with a resolution of the Association passed on May 28th, 1904, "for the purpose of considering the spelling and printing of Latin texts for school and college use, and to confer with the Association of Assistant Masters on the subject," beg leave to report as follows :—

The Committee considered that their first duty was the collection of information in regard to certain matters germane to the inquiry with which they had been entrusted.

With this in view they published in *The Classical Review* of February, 1905, pages 6 and 7, an appeal to scholars, in which the principles upon which they had agreed as a basis of report were set forth, and to which was appended a first list of words as to the spelling of which further information was desired. A second list of words was published in *The Classical Review* of March, page 97.

The Committee also prepared a circular addressed to those who had experience of teaching and others interested in the subject, inviting them to reply to a number of questions affecting the spelling and printing of Latin texts for use in schools. This circular was sent to every member of the Association and of the Incorporated Association of Assistant Masters. It was published in *The Classical Review* (March, 1905) and widely circulated among teachers of classics of both sexes and whether chief or assistant.

Upon the matters touched upon in the circular, after careful consideration of the answers received, the Committee beg to recommend as follows :—

1. That in texts of Latin authors intended for the use of beginners the quantity of long vowels be marked, except in syllables where they would be also "long by position."

2. That when the sign of long quantity is used for the metrical length of a syllable, it be placed over the syllable and not over the vowel.

3. That *v* and *u* be continued in use to distinguish the two sounds of Latin *u* in books intended only for beginners, but that *j* be discontinued altogether.

4. The Committee consider that it is desirable that a hand list of the words in which the natural length of a vowel in a syllable where it would be "long by position" is definitely established, should be prepared and issued by the Association for the use of teachers.

LATIN ORTHOGRAPHY

The Committee recommend that a small pamphlet be issued under the authority of the Association, containing a statement of the general principles which govern Latin orthography, together with alphabetical lists of words the spelling of which is fluctuating, and of words which are frequently misspelled in texts and editions of Latin authors.

The pamphlet to be circulated to Members of the Association, and to be obtainable through the Association's publishers by the general public.

This pamphlet to be drawn up on the following lines which have been approved by the Committee.

1. The orthography recommended for adoption in school texts to be that of the epoch of Quintilian, in so far as the spellings of that epoch can be ascertained.

In default of evidence as early as that time, the earliest attested spelling of subsequent times to be adopted, except in the few cases, such as *voco* and *vaco*, in which the older spelling would confuse words that the later and current spelling discriminates.

2. When two spellings are attested the better attested one to be adopted.

A better attested spelling to be understood as one better supported by—

REPORT OF THE SPELLING COMMITTEE 81

(i) Good inscriptions of the classical period; (ii) the tradition of the best manuscripts of Latin authors.

When the variations in the spelling of a word differ but slightly in authority, the choice to be determined as follows. Firstly—

(a) That spelling to be recommended which falls under a general principle of usage. Then,

(b) That spelling to be recommended which shows the origin or formation of the word most clearly. Lastly,

(c) That spelling to be recommended which provides a distinction between two different words or different formations.

4. Consciously archaic spellings as in Virgil or Sallust to be retained.

5. The Committee recommend that the following be the spelling adopted in school texts in certain cases of variation occurring in a large number of words :—

A

1. *i*, not *ii*, in cases like *ei*us, *Ma*lia.
2. *-vus -vum*, not *-vos -vom*.
3. *quus* (or *-qvus*), etc., *-quunt (-qvunt)*, etc., not *-ous*, etc.
4. *-bs, -bt*, in words compounded with a preposition, but *-ps*, etc., in verbal formations.
5. *-censimus*, etc., rather than *-cesimus*.
6. *s* rather than *ss* when immediately following a long vowel or diphthong—*e.g.* *causa*, *visus*.
7. Aspiration after *c*, *t*, *p* in native Latin words only where strongly attested.

[Professor Conway reserves his assent to 5 and 7 of the preceding recommendations.]

B

1. *i* and *ii* (in gen. sing.) to be recognised.
2. *ei* not to be recognised in any case within the 3rd declension.
3. Varying forms *-ēs, -is* (nom. sing.)—*e.g.* *aedes, aedis*; *-im, -em* (acc.)—*e.g.* *puppim, puppem*, to be recognised as attested.
4. In view of the variation of the spelling in the Augustan period, even in the same author, the Committee recommend that the spelling *-is* in the accusative plural be adopted only in words which make *-im* (or *-im* and *-em*) in the acc. sing.
5. Both *-umus* and *-imus* to be recognised (*cf.* no. 4 *supra*, p. 3).
6. *-iens* in numeral adverbs rather than *-ies*.
7. *-undus* and *-endus* to be recognised.

C

1. Buck's rules for assimilation or non-assimilation of prepositions (*Classical Review*, XIII p. 156 sqq. Hale and Buck's Latin Grammar) to be accepted in the main.
2. *exs* rather than *ex* (where possible) in compounds whose second member begins with *s*.
3. *circum*, except in *circueo* and its cognates.
4. *trans*, or *tra*, according to the evidence in each case.
5. *-icio* rather than *-iecieo* in compounds of *iacio*.

D

In compounds formed by simple juxtaposition of words—*e.g.* *nonnullus, satisfacio*—the components to be printed separately, *non nullus, satis facio*.

The Committee desire, in conclusion, to express their indebtedness to all those who, whether members of the Association or otherwise, have aided them in the production of their report by returning answers to the questions asked in the circular, or in other ways.

(Signed) J. P. POSTGATE (*Chairman*).
R. S. CONWAY.
A. E. HOUSMAN.
W. H. D. ROUSE.
S. E. WINBOLT.

December 4th, 1905.

REPORT OF THE INVESTIGATIONS COMMITTEE

Mr. J. ff. BAKER-PENYOYE, M.A.
Prof. R. M. BURROWS, M.A.
The Rev. T. FIELD, D.D.
Prof. E. A. GARDNER, M.A. (*Convener*).
Mr. P. GILES, M.A.
The Rev. J. GOW, Litt.D.
The Rev. H. B. GRAY, D.D.
Mr. G. F. HILL, M.A.

The Committee recommends :—

That the best way to carry out the object for which this Committee is appointed would be the publication of an annual account of the progress of classical studies in all branches.

This account to be confined to such matters as are likely to be useful to classical teachers in schools.

The field of classical studies might for the purpose be divided into several branches, such as the History of Literature, Comparative Philology, Grammar, Textual Criticism and Palaeography, History, Archaeology in its various branches, and Methods of Teaching.

To each branch should be devoted a brief summary of progress and a select bibliography, contributed by one or more specialists, nominated by a consultative editorial committee to be appointed by the Council.

The whole should be under the control of a general editor, similarly appointed, who should if possible be a schoolmaster.

The volume should be issued in the early autumn, and should record the progress of the year ending in the preceding June.

It should consist of about 100 pages, and be issued to members of the Classical Association at, say, 2s., and to the outside public at, say, 3s.

While the financial aspect of the undertaking must be referred to the Finance Committee, your Committee suggests that a publisher might be found willing to take the financial responsibility, especially if a partial guarantee were offered by the Association.

To insure the success of the undertaking, the Committee thinks it desirable that both editor and contributors should receive a small honorarium.

Note.—The Finance Committee is of opinion that the object is one upon which the funds of the Association may rightly be spent.

INTERIM REPORT OF THE CURRICULA COMMITTEE

The Committee, appointed by resolution of the Council on March 18th, 1905, "to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved," begs to present an interim report embodying the results and recommendations at which it has arrived up to the present time.¹

The Committee at its first meeting appointed Professor SONNENSCHEIN as its Chairman, and Mr. COOKSON as its Secretary.

For the better attainment of the objects included in the reference, the Committee decided to address certain inquiries to schools, with a view to ascertaining the amount of time at present devoted to classical subjects, and the distribution of that time among the various departments of classical study.

Accordingly, a letter was addressed to all the members of the Head Masters' Conference, in which they were asked to make returns of the scheme of work on the classical side of their schools. The same letter was also sent to the head mistresses of certain girls' schools. The Committee offers its best thanks to those head masters and head mistresses who have answered the inquiries addressed to them, and so rendered invaluable assistance in the drawing up of this report.

¹ Many other matters affecting both boys' and girls' schools have been before the Committee, but are deferred for future consideration and report. The Committee has thought it best to submit to the Association in the first instance only two resolutions, on which, in the opinion of the Committee, a vote must be taken before further questions arising out of them can be usefully considered. Among such questions may be mentioned (1) the age at which the study of Greek should be begun; (2) the method of teaching Latin, especially at the elementary stage; (3) the bearing of these questions upon the time-table of schools.

Copies of the letter and of the schedules enclosed with it are annexed to this report.

Replies were received from 37 boys' schools and 19 girls' schools. These replies were analysed by three sub-committees, dealing with (1) the returns from the larger boys' schools; (2) those from the smaller boys' schools; (3) those from the girls' schools.

The two sub-committees for boys' schools combined in a single report. The sub-committee for girls' schools presented a separate report.

The reports of the sub-committees were submitted to the Committee on October 28th and November 11th, and were approved with certain modifications.

Returns were received from the following schools:—

A.—BOYS' SCHOOLS.

(i) *Larger Public Schools:*

Birmingham (King Edward's School), Bradfield, Charterhouse, Cheltenham, Christ's Hospital, Edinburgh Academy, Eton, Haileybury, Harrow, Malvern, Manchester Grammar School, Marlborough, Merchant Taylors, St. Paul's, Uppingham, Winchester.

(ii) *Smaller Public Schools:*

Bath, Brighton, Bristol Grammar School, Cambridge (Perse), Canterbury (St. Edmund's), Chigwell, Cheltenham (Close School), Denstone, Dewsbury, Dover, Epsom, Lancing, Leeds, Newcastle-under-Lyme, Oxford (St. Edward's), Sedbergh, Sutton Valence, Tiverton (Blundell's), Trent, Wakefield, Worcester (King's School).

B.—GIRLS' SCHOOLS.

(i) *First Grade Day Schools, with morning session only:*

Bedford, Blackheath, Bromley, Clapham, Dulwich, Edgbaston, Exeter, Notting Hill, East Putney, Wimbledon and Worcester High Schools; North London Collegiate School; and St. Mary's, Paddington.

(ii) *First Grade Day Schools with morning and afternoon sessions*

Mary Datchelor School, Camberwell; Newport Intermediate School; Orme Girls' School, Newcastle.

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(iii) *First Grade Boarding Schools :*

St. Elphin's School, Darley Dale; Wycombe Abbey School; St. Felix School, Southwold.

[A First Grade School is one where the leaving age is 18.]

STATISTICS AS TO PROPORTION OF TIME GIVEN TO CLASSICS AND TO OTHER SUBJECTS

A (i).—*Boys' Schools—Larger Public Schools.*

It appears from the returns that in the highest form on the classical side of each of these schools a considerable amount of specialisation is allowed to many boys, who devote almost the whole of their time to the study of classics or some other subject. The Committee does not wish at this moment to raise the question of the effect of external examinations on the work of the highest forms, and therefore proposes to leave these forms out of consideration for the purposes of this report. In the other forms the time devoted in school to Greek and Latin together generally amounts to about one-half of the whole number of school hours. In the lower forms of the school the proportion is slightly less, but it increases gradually in the higher forms.¹

Classical Side.

FORM.	Average number of hours given in school to classics.	Average number of hours given in school to other subjects.
Lowest form in which both Greek and Latin are studied (average age 13 years and over)	12 hours	14 hours
Highest form below specialising stage (average age 16½) ...	15 "	11½ "

¹ In the lowest form in which both Greek and Latin are studied (the average age of the boys being 13 years and over) the proportion of time given in school to classics is, on the average, six-thirteenths of the whole; in the highest form below that in which boys specialise, the proportion is, on an average, four-sevenths of the whole.

A (ii).—Boys' Schools—Smaller Public Schools.

In schools of this type there is less specialisation in the highest form than in the larger public schools. The proportion of time given in school to classics increases from somewhat less than one-third of the whole in the lowest form in which both Greek and Latin are studied to slightly less than two-thirds of the whole in the highest form of the school.

Classical Side.

Average age.	Average number of hours given in school to classics.	Average number of hours given in school to other subjects.
14—18	8 hours .	20½ hours
15—14	9½ "	19 "
16—15	12½ "	16½ "
17—16	13½ "	15 "
18—17	18½ "	10 "

B.—Girls' Schools.

The general conclusions drawn from the consideration of the returns are as follows :—

In schools of the first class (first grade day schools with morning session only) there is great similarity of practice. Latin is studied systematically from the age of 12 or 13 to the age of 17 or 18, and has usually about one-sixth of the total time available for teaching allotted to it, until the highest form is reached. The actual time varies from about 2½ to 3½ hours per week in school; the time assigned to preparation varies from 1 hour a week in the lower forms to 4 hours in the higher.

In schools of the second class (first grade day schools with morning and afternoon sessions) 1 hour per week in the lower forms to 3 hours per week in the higher forms is gained for the study of Latin as compared with schools of the first class.

Schools of the third class (first grade boarding schools) give

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more than twice as much time to the study of Latin as those of the first class.

In all these schools, of whatever class, the ordinary course allows for specialisation in the case of some elder girls who are preparing for the universities. The time given to classics by such girls varies from 8 hours in schools of the first class to 18 in those of the third class.

Ancient history is taught in all the schools towards the end of the course, and is usually preceded at some stage in the school course by one year of elementary work.

Greek Testament is taken in some schools. One lesson a week seems to be the usual practice.

INFERENCES AND SUGGESTIONS

A.—Boys' Schools.

It seems that, in view of the legitimate claims of other subjects, the amount of time devoted to the study of classics on the classical side of boys' public schools is as great as can reasonably be expected; but the Committee is of opinion that time and effort might be saved and better results obtained by certain changes in the method of teaching Greek.

The system of classical teaching in most schools seems to be directed towards the ultimate production of a certain number of finished scholars both in Latin and in Greek, educated for the most part on what may be called linguistic lines—i.e. with special attention to grammar and composition. But while it is right that elementary Latin should be studied partly (though not exclusively) as a linguistic discipline, the Committee thinks that it is unnecessary and undesirable in the case of the average boy to apply precisely this method of teaching to Greek also.

The education in Greek of the average boy, with whom in this report we are mainly concerned, should, in the opinion of the Committee, be directed to the reading and appreciation of Greek authors, together with such study of grammar and simple exercises in writing Greek as may be desirable as a means to this end. For the training of such boys in the principles of language and the acquisition of the linguistic sense, it is generally admitted that Latin is the proper vehicle. And if this kind of training has been thorough, it should be possible for boys when they begin

Greek to apply the linguistic experience acquired through their training in Latin to the study of Greek, and to pass at an early stage to the reading of Greek literature.

In proportion as the time devoted to Greek grammar and Greek composition is reduced, it should be possible to devote more time and attention to the reading of Greek authors, and generally to aim at attaining a better understanding of the life and history of the ancient world.

It will be clear from the above statements that the Committee does not mean to suggest that Greek can be studied without grammar and some simple form of composition; but only that such grammar and composition should be strictly subordinated to the purpose of reading.

The amount of grammar necessary for the purpose of reading any language, as distinct from writing it, is smaller than is generally supposed. There is all the difference between knowing a form for the purpose of *recognising* it when it occurs in an author and knowing it so as to be able to *reproduce* it in a written exercise. Apart from this, a great many minutiae, such as rare forms, may be omitted; and further, it is possible by judicious selection of what is *typical* greatly to simplify the treatment of accidence for the purposes of elementary teaching. A similar remark applies with even greater force to the study of syntax. At the same time it must be remembered that a certain amount of grammar and some exercises in writing—whereby common words, common forms, and common constructions are rendered thoroughly familiar to the pupil at an early stage—is the most practical method of acquiring a working knowledge of any language under the conditions of class teaching.

Moreover, it is the belief of the Committee that its recommendations, while leading to an improvement in the literary attainments of the average boy, would not involve any lowering of the standard of pure scholarship in the highest forms of schools, which are reached at an early age by boys qualified to profit by advanced teaching. Time and opportunity can be found in such forms for the study of the minutiae of accidence and syntax, and for the practice of the higher kinds of composition, prose and verse. And the Committee ventures to suggest that boys destined to be scholars in the strict sense of the term may,

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in the long run, not be the losers by devoting themselves in the lower and middle forms to a wider course of reading than is usual at present, on the basis of such grammar and composition as are suitable to the average boys with whom they will have to work.

B.—Girls' Schools.

The small amount of time usually available for the study of Latin in girls' schools has had a very marked effect on the methods employed, as shown in the returns. Consciously or unconsciously, the aim of the teaching seems to be directed towards acquiring facility in translation. All the returns but two agree in assigning to translation two-thirds of the available time; composition, except of the simplest type, is not usually attempted till the sixth year, and the time allotted to grammar rarely exceeds one-quarter of the total; when it does so, it seems to be due to the exigencies of an approaching examination. Verse is not attempted at all. Greek is taught on the same lines, but the proportion of time allotted to translation is even larger than in the case of Latin.

The Committee desires to record its opinion that, considering the restrictions of times placed upon classical teachers in girls' schools, they are right, firstly, in limiting their aim, and secondly, in making that aim the reading of the classics.

RESOLUTIONS

On the basis of the above facts and suggestions the Committee submits the following resolutions for the consideration of the general meeting of the Classical Association.

Resolution I.

That in the lower and middle forms of boys' public schools, whereas Latin should be taught with a view to the correct writing of the language as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors.

Resolution II.

That the Association petition the Universities of Oxford and Cambridge to take into consideration the abolition of the separate

Greek grammar paper at Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation.

- (Signed) E. A. SONNENSCHMIN (*Chairman*).
 G. C. BELL.
 A. C. BENSON.¹
 W. C. COMPTON.
 E. GAVIN (*Representative of the Head Mistresses' Association*).
 J. GOW (*Representative of the Head Masters' Conference*).
 A. E. HOLME.
 A. F. HORT.
 R. L. LEIGHTON.
 GILBERT MURRAY.
 J. A. NAIRN.
 T. E. PAGE.
 W. E. P. PANTIN.
 A. B. RAMSAY.
 W. H. D. ROUSE.
 A. F. E. SANDERS (*Representative of the Assistant Mistresses' Association*).
 L. SILCOX.
 R. D. SWALLOW (*Representative of the Head Masters' Association*).
 W. F. WITTON (*Representative of the Assistant Masters' Association*).
 C. COOKSON (*Secretary*).

November 25th, 1905.

¹ Mr. Benson desires to state that, though prepared to concur in the recommendations of the Committee as a highly valuable measure of practical reform under present conditions, he reserves his opinion as to the desirability of retaining both Greek and Latin in the curriculum for boys of average capacity.

APPENDIX

I. COPY OF LETTER ADDRESSED TO HEAD MASTERS AND
HEAD MISTRESSESMAGDALEN COLLEGE, OXFORD,
June, 1906.

DEAR SIR,

The Classical Association has appointed a Committee to consider in what respects (if any) it is advisable that the present school curriculum in Latin and Greek should be modified and how the means of instruction can be improved. For this purpose it seems necessary in the first instance to ascertain what is the existing practice in schools with regard to (1) the number of hours allotted to the teaching of Latin and Greek and the proportion that they bear to those allotted to other studies; (2) the distribution of the hours so allotted among the various classical subjects—translation, composition (prose and verse), grammar (if taught separately), Greek Testament (so far as it comes under this head), ancient history and literature, etc.; (3) the number of hours assigned to classical work out of school.

The Committee therefore venture to ask you if you will be so kind as to fill up the enclosed tables and return them to me at your earliest convenience. If possible, the returns should reach me not later than September 1st, as it is proposed to hold a meeting of the Committee to consider them on September 16th.

They are fully aware of the serious call that they are making upon your time in urging this request, but they venture to hope that the great importance of the subject and the fact that the Classical Association is the only organisation through which the opinion of the great body of classical teachers throughout the country can make itself felt, may be a sufficient excuse for so doing.

For the purposes of the return a school which the majority of the pupils enter at thirteen and leave at eighteen or nineteen is treated as divisible into six sections, each of which may be taken roughly to represent a year of school life. These sections

correspond, in the ordinary nomenclature, to the Sixth, Upper Fifth, Lower Fifth, Upper Fourth, Lower Fourth, and Third Forms. But as the nomenclature differs in different schools, you are asked to insert at the head of each column not merely the name of the form, but also the average age of the pupils belonging to it. It will be sufficient for the purposes of the return if you will select in different parts of the school six typical forms in which the average ages of the pupils correspond roughly to the six periods mentioned above.

The calculation of time would be most conveniently made in hours, but if you find it simpler to make it in "periods" of more or less than an hour, perhaps you would be kind enough to indicate the unit of time that you are using.

The details of the non-classical subjects may probably prove too troublesome to fill in, and it will be amply sufficient for the purposes of the Committee if you will simply indicate the total number of hours assigned to non-classical subjects.

Any general remarks with which you may be willing to favour the Committee will be of the highest value, especially if bearing on the effect on your time-table of the requirements of external examinations (such as those for College Scholarships, the Certificate and Local Examinations, Reponsions, the Previous Examination, and Matriculation Examinations at Oxford and Cambridge).

The Committee do not ask for any return of the classical work done on Modern Sides.

Yours faithfully,

CHR. COOKSON,

Secretary to the Committee.

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II. FORMS ACCOMPANYING THE PRECEDING LETTER

FORM A.

TIME-TABLE OF CLASSICAL SIDE,

TIME-TABLE OF CLASSICAL SIDE,
Showing the number of hours assigned in each week to the subjects named.

Name of School.

[illegible]

Remarks.

Name of Form.

Average age of Pupils.

Latin.

Greek.

**Total to Non-Classical
Subjects.¹**

Modern Languages.

Natural Science.

Mathematics.

**English Subjects,
including Modern History,
Literature, Geography,
Composition, and Divinity
(other than Greek Testament).**

Drawing, Singing, etc.

¹ If it should be inconvenient to fill in the details of the Non-Classical subjects, it will be sufficient if only the totals are given.

(Signed)

APPENDIX

OFFICERS OF THE ASSOCIATION

PRESIDENT

THE RIGHT HON. LORD CURZON OF KEDLESTON, G.C.S.I.,
G.C.I.E., D.C.L., F.R.S.

VICE-PRESIDENTS

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PROFESSOR ROBINSON ELLIS, M.A., LL.D., Corpus Christi College,
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the Royal Academy.

SIR E. MAUNDE THOMPSON, K.C.B., D.C.L., LL.D., Director
and Principal Librarian of the British Museum.

HON. TREASURER

F. G. KENYON, Esq., D.Litt., West Hill Cottage, Harrow.

HON. SECRETARIES

PROFESSOR E. A. SONNENSCHN, D.Litt., 7, Barnsley Road,
Edgbaston, Birmingham.

E. HARRISON, Esq., M.A., Trinity College, Cambridge.

COUNCIL

The foregoing *ex officio*, together with the following :—

THE REV. CANON G. C. BELL, M.A.

PROFESSOR R. M. BURROWS, M.A., University College, Cardiff.

S. H. BUTCHER, Esq., D.Litt., Litt.D., LL.D., M.P.

CHRISTOPHER COOKSON, Esq., M.A., Magdalen College, Oxford.

PROFESSOR E. A. GARDNER, M.A., University College, London.

MISS E. GAVIN, M.A., Head Mistress of the Notting Hill High
School for Girls.

MISS J. E. HARRISON, LL.D., Litt.D., Newnham College,
Cambridge.

THE REV. ARTHUR C. HEADLAM, D.D., Principal of King's
College, London.

T. RICE HOLMES, Esq., Litt.D., St. Paul's School.

SIR A. F. HORT, Bart., M.A., Harrow.

PROFESSOR J. W. MACKAIL, M.A., LL.D.

SIR F. POLLOCK, Bart., M.A., D.C.L.

PROFESSOR W. RHYS ROBERTS, Litt.D., The University, Leeds.

W. H. D. ROUSE, Esq., Litt.D., Head Master of the Perse School,
Cambridge.

S. E. WINBOLT, Esq., M.A., Christ's Hospital.

COMMITTEES

I

Committee "To consider and report on the best methods of introducing a uniform pronunciation of Latin (and Greek)."

Mr. S. H. BUTCHER, D.Litt., LL.D (*Convener*).

Prof. R. S. CONWAY, Litt.D.

Mr. C. A. A. DU PONTET, M.A.

Prof. ROBINSON ELLIS, M.A.

Mr. R. C. GILSON, M.A.

Prof. J. P. POSTGATE, Litt.D.

Mr. W. H. D. ROUSE, Litt.D.

Mr. W. G. RUSHBROOKE, M.A.

Mr. S. E. WINBOLT, M.A.

Miss M. H. WOOD.

II

Committee "To consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation."

Mr. J. ff. BAKER-PENYOYE, M.A.

Prof. R. M. BURROWS, M.A.

The Rev. T. FIELD, D.D.

Prof. E. A. GARDNER, M.A. (*Convener*).

Mr. P. GILES, M.A.

The Rev. J. GOW, Litt.D.

The Rev. H. B. GRAY, D.D.

Mr. G. F. HILL, M.A.

III

Committee "To consider in what respect the present school curriculum in Latin and Greek can be lightened and the means of instruction improved."

THE REV. CANON BELL, M.A.

MR. A. C. BENSON, M.A.

¹ Prof. R. M. BURBOWS, M.A.

REV. W. C. COMPTON, M.A.

MR. C. COOKSON, M.A.

MISS E. GAVIN (*Representative of the Head Mistresses' Association*).

THE REV. J. GOW, Litt.D. (*Representative of the Head Masters' Conference*).

MR. A. E. HOLME, M.A.

SIR A. F. HORT, Bart., M.A.

MR. E. D. MANSFIELD, M.A.

MR. G. G. A. MURRAY, LL.D.

THE REV. J. ARBUTHNOT NAIRN, Litt.D.

MR. T. E. PAGE, M.A.

MR. W. E. P. PANTIN, M.A.

MR. A. B. RAMSAY, M.A.

MR. W. H. D. ROUSE, Litt.D.

MISS A. F. E. SANDERS (*Representative of the Assistant Mistresses' Association*).

MISS L. SILOOX.

Prof. E. A. SONNENSCHN, D.Litt. (*Convener*).

THE REV. R. D. SWALLOW, M.A. (*Representative of the Head Masters' Association*).

MR. W. F. WITTON, M.A. (*Representative of the Assistant Masters' Association*).

¹ Added to the Committee in May, 1906.

RULES

1. The name of the Association shall be "THE CLASSICAL ASSOCIATION."

2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular:—

- (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
- (b) To improve the practice of classical teaching by free discussion of its scope and methods;
- (c) To encourage investigation and call attention to new discoveries;
- (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.

3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.

5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.

6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.

8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.

9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.

10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.

11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905, and one-third in 1906.

12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.

13. The list of *agenda* at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.

14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.

15. Ordinary members shall be elected by the Council.

16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.

17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.

18. The Council shall have power to remove by vote any member's name from the list of the Association.

19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

NAMES AND ADDRESSES OF MEMBERS

June, 1906

* * *This list is compiled from information furnished by Members of the Association, and Members are requested to be so kind as to send immediate notice of any CHANGE in their addresses to F. G. KENTON, ESQ., D.LITT., West Hill Cottage, Harrow, with a view to corrections in the next published List. The Members to whose names an asterisk is prefixed are Life Members.*

ABBOTT, E., M.A., Jesus College, Cambridge.

ABERNETHY, Miss A. S., B.A., Bishopshall West, St. Andrews, N.B.

ADAM, Mrs. A. M., Emmanuel House, Cambridge.

ADAM, J., Litt.D., Emmanuel College, Cambridge.

AGAR, T. L., M.A., 5, Beaconsfield, Derby Road, Withington, Manchester.

AGER, R. L. S., M.A., Tettenhall College, Wolverhampton.

* ALDER, Miss, M.B., 11, Frederick Road, Edgbaston, Birmingham.

* ALFORD, Miss M., 51, Gloucester Gardens, Bishop's Road, W.

ALINGTON, Rev. C. A., M.A., Eton College, Windsor.

ALLBUTT, Prof. T. C., M.D., F.R.S., St. Radegund's, Cambridge.

ALLEN, Rev. G. C., B.D., Cranleigh School, Surrey.

ALLEN, J. E. R., M.A., Portora, Enniskillen, Co. Fermanagh.

ALLEN, S., M.A., Lisconnan, Dervock, Co. Antrim.

ALLEN, T. W., M.A., Queen's College, Oxford.

ANDERSON, J. G. C., M.A., Christ Church, Oxford.

ANDERSON, W. B., M.A., Victoria University, Manchester.

ANDERSON, Y., M.A., LL.B., 50, Pall Mall, W.

ANGUS, Prof. J. M., M.A., University College, Aberystwyth.

ANTROBUS, G. L. N., M.A., Cranleigh School, Surrey.

* ANWYL, Prof. E., M.A., 62, Marine Terrace, Aberystwyth.

ARGLES, Miss E. M., Vice-Principal, Lady Margaret Hall, Oxford.

- ARMITAGE, N. C., M.A., 11, Old Square, Lincoln's Inn, W.C.
 ARMSTEAD, *Miss* H., 18, Clifton Hill, N.W.
 ARNOLD, *Prof.* E. V., Litt.D., Bryn Seiriol, Bangor, North Wales.
 *ASHBY, T., Junr., M.A., British School, Rome.
 ASHMORE, *Prof.* S. G., Union University, Schenectady, N.Y., U.S.A.
 ASHWIN, *Rev.* R. F., M.A., King's School, Grantham.
 ASHWORTH, *Miss* H. A., B.A., Withington Girls' School, Withington, Manchester.
 ASQUITH, *Rt. Hon.* H. H., D.C.L., K.C., M.P., 20, Cavendish Square, W.
 *ATKEY, F. A. H., Merchant Taylors' School, London, E.C.
 ATKINSON, *Rev.* E., D.D., Clare College Lodge, Cambridge.
 AUDEN, *Prof.* H. W., M.A., Principal, Upper Canada College, Toronto, Canada.
 AUSTEN-LEIGH, E. C., M.A., Eton College, Windsor.
 AUSTIN, Alfred, M.A., Swinford Old Manor, Ashford, Kent.
- BADLEY, J. H., M.A., A.M., Bedales School, Petersfield, Hants.
 BAGGE, *Miss* L. M., Stradsett Hall, Downham Market, Norfolk.
 BAILEY, Cyril, M.A., Balliol College, Oxford.
 BAILEY, J. C., M.A., 20, Egerton Gardens, S.W.
 BAINES, *Miss* K. M., M.A., High School for Girls, Birkenhead.
 BAKER-PENOYRE, J. ff., M.A., 22, Albemarle Street, W.
 BAKEWELL, *Miss* D. L., Kensington High School, St. Albans Road, W.
 BALCARRES, *Lord*, M.P., F.S.A., 74, Brook Street, London, W.
 BALDWIN, S., M.A., Astley Hall, Stourport.
 BALFOUR, Graham, M.A., Colwich, Stafford.
 BALFOUR, R., M.A., Ford Place, Arundel, Sussex.
 BALL, S., M.A., St. John's College, Oxford.
 BAMPFYLDE, F. G., M.A., Merchant Taylors' School, London, E.C.
 BARKE, *Miss* E. M., Stoke Lodge, Stoke-on-Trent.
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 BARKER, *Rev.* P., M.A., St. John's Vicarage, Bromley, Kent.
 BARNARD, *Rev.* P. M., B.D., Courtlands, Saffron Walden.

NAMES AND ADDRESSES OF MEMBERS 107

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- *BARRAN, J. N., B.A., The Elms, Chapel Allerton, Leeds.
- BARROWE, Miss M. M., Hampton School, Malvern P.O., Jamaica.
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- BEASLEY, T. E., Bulbourne, Tring.
- BEAVEN, Rev. A. B., M.A., Greyfriars, Leamington.
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 CLARK, *Rev.* R. M., M.A., Denstone College, Staffs.
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 CLAXTON, J. A., B.A., Grammar School, Doncaster.
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- *DAWES, *Miss* M. C., M.A., Heathlands, Weybridge, Surrey.

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NAMES AND ADDRESSES OF MEMBERS 125

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- *RADCLIFFE, W. W. Fonthill, East Grinstead, Sussex.
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NAMES AND ADDRESSES OF MEMBERS 133

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(This is an index intended for reference only. For full titles the alphabetical list should be consulted. Names marked * denote the Local Correspondent for the place or district.)

ENGLAND

BEDFORDSHIRE—

- Bedford* . . . Belcher, Miss E. M.
 King, J. E.
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 Paul, Miss A. S.
 Robinson, F. P. G.
 Westaway, F. W.
Woburn Sands . Whibley, C.

BERKSHIRE—

- Abingdon* . . . Barker, Miss E. Ross.
 Layng, Rev. T.
 Moore, Rev. W.
 Stone, Rev. E. D.
 Tatham, M. T.
Bradfield Coll. . Gray, Rev. H. B.
 Vince, J. H.
Lambourn . . . Hudson, Rev. T. W.
Newbury . . . Cobbe, Miss A. M.
 Sharwood-Smith, E.
Pangbourne . . Devine, Alex.
 Hyde-Johnson, H. J.
Radley College . Field, Rev. T.
 James, L.
Reading . . . Eppstein, Rev. W. C.
 Henson, Rev. J.
 Roscoe, H. W. K.
Wollington Coll. . Upcott, E. A.
Wokingham . . . Ledgard, W. H.
 Mansfield, E. D.
 Warre, Rev. E.

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- Eton College* . . Alington, Rev. C. A.
 Austen-Leigh, E. C.
 Blakiston, C. H.
 Booker, R. P. L.
 Bowlby, Rev. H. T.
 Brinton, H.
 Broadbent, H.
 Cattley, T. F.

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- Eton College* . . Chitty, Rev. G. J.
 Churchill, E. L.
 Cornish, F. W.
 Crace, J. F.
 Goodhart, A. M.
 Headlam, G. W.
 Heygate, A. C. G.
 Hornby, Rev. J. J.
 Impey, E.
 Kindersley, R. S.
 Lubbock, S. G.
 Luxmoore, H. E.
 Lyttelton, Hon. and
 Rev. E.
 Macnaghten, H.
 Radcliffe, Rev. R. C.
 Ramsay, A. B.*
 Rawlins, F. H.
 Slater, E. V.
 Stone, E. W.
 Tatham, H. F. W.
 Vaughan, E. L.
 Wells, C. M.
 White-Thomson, R. W.
 Whitworth, A. W.
Stoke Poges . . . Parry, E. H.
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 Dove, Miss J. F.
 Lang, Miss H. M.

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 Lendrum, W. T.
 Reid, Prof. J. S.
 Roberts, Rev. E. S.
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 Hales, G. T.
 Pelle, J.
 Rackham, H.
 Skeat, Rev. Prof. W. W.

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Giles, P.
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- Jesus College* . Browning, O.
- King's College* . Bury, Prof. J. B.
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Tilley, A. A.
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Wedd, N.
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Harrison, Miss J. E.*
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Lawson, J. C.
Whibley, L.
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Gray, Rev. J. H.
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Glover, T. R.
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Frazer, J. G.
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Harrison, E.
Hicks, R. D.
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Jenkinson, F. J. H.
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- Salò* Tanner, Miss G.
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Ritchie, F.

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 A. W.
 Strachan - Davidson,
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Brasenose Coll. . Bussell, Rev. F. W.
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 Radcliffe, J. E. Y.
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 Strong, The Very Rev.
 T. B.
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 Summers, Prof.*
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Wakefield . . . Houghton, A. V.
 Peacock, M. H.
York . . . Neild, Miss H. T.
 Squire, S. G.

CHANNEL ISLANDS

Guernsey . . . Jones, C. C. Lloyd.

ISLE OF MAN

Castletown . . . Wicksey, J. T. W.

WALES

BRECON—

Christ College . . . Chambers, Rev. R. H.
Crickhowell . . . Doyle, J. A.

CARDIGAN—

Aberystwyth . . . Anwyl, Prof. E.
 Angus, Prof. J. M.
 Marshall, Prof. J. W.
 Roberts, Principal.
 Thomas, N. H.

CARMARTHEN—

Llandovery . . . Exton, G. F.

CARNARVON—

Bangor . . . Arnold, Prof. E. V.
 Williams, Prof. T.
 Hudson.
 Williams, W. G.

DENBIGH—

Colwyn Bay . . . Osborn, T. G.
Denbigh . . . Beloe, Miss M. T.
 Newman, Miss M. L.
Wrexham . . . Bidgood, Miss C. A.

GLAMORGANSHIRE—

Cardiff . . . Burrell, P. S.
 Burrows, Prof. Ronald.
 Howell, Miss L.
 Legard, A. G.
 Robertson, Rev. W. L.
 Slater, Prof. D. A.
 (* University).
 Ure, P. N.
 Waugh, J.
Cowbridge . . . Evans, W. F.
Swansea . . . Bengier, Miss L. M.
 Forrester, R. S.

PEMBROKESHIRE—

Haverfordwest. Tombs, J. S. O.

IRELAND

Dervock . . . Allen, S.
Dublin . . . Beare, Prof. J. I.*
 . . . Brooke, W. G.
 . . . Browne, Rev. Prof. H.
 . . . Plunkett, Count.
 . . . Purser, Prof. L. C.
 . . . Thompson, John.
Enniskillen . . . Allen, J. E. B.
Gahway . . . Exon, Prof. C.*
Londonderry . . . Beare, T. J.

SCOTLAND

Edinburgh . . . Dunn, G.
 . . . Green, G. Buckland.
 . . . Hardie, Prof. W. R.
Glasgow . . . Dixon, Prof. W. M.
 . . . Ramsay, Prof. G. G.
Glenalmond . . . Hyslop, Rev. A. R. F.
Poimont . . . Orange, Miss B.
St. Andrew's . . . Abernethy, Miss A. R.
 . . . Pearson, Miss E. R.
Tarradale . . . Yule, Miss A. F.

EUROPE

GERMANY—

Freiburg-im-
Baden . . . Millard, V. C. H.
Halle-an-der-
Salle . . . Barker, E. J. P. Ross.
 . . . Robert, Prof. Dr. C.

ITALY—

Alassio . . . Campbell, Mrs. I.
 . . . Campbell, Prof. L.
 . . . Harper, Miss E. B.
Florence . . . Benn, A. W.
 . . . Steele, J. P.
Rome . . . Ashby, T., Junr.

MEDITERRANEAN—

Cyprus . . . Cobham, C. D.
 . . . Jasonidy, O. J.

SWITZERLAND—

Lausanne . . . Woolrych, H. R.
Vevytau . . . Welsh, Miss E.

AMERICA

CANADA—

Halifax . . . Murray, Prof. Howard.
Kingston . . . Cappon, Prof. J.
Montreal . . . Peterson, Principal W.
Toronto . . . Auden, Prof. H. W.*
 . . . Smith, Prof. G. O.

U.S.A. CONNECTICUT—

Newhaven . . . Seymour, Prof. T. D.
Norwalk . . . Harström, C. A.

U.S.A. MICHIGAN—

Wenley, Prof. R. M.

U.S.A. NEW HAMPSHIRE—

Exeter . . . Helm, Dr. N. W.
 . . . Kirtland, Prof. J. C.

U.S.A. NEW YORK—

New York . . . Hirst, Miss G. M.*
Poughkeepsie . . . Leach, Miss Abby.
Schenectady . . . Ashmore, Prof. S. G.

U.S.A. VIRGINIA—

Charlottesville . . . Fitzhugh, Prof. T.

ASIA

INDIA—

Bombay . . . Haigh, P. B.
Durbhungah . . . Watson, Mrs. F.
Lahore . . . Newton, C. W.
Rangoon . . . Lee, Principal.*
 . . . Wedderspoon, W. G.

AUSTRALASIA

NEW ZEALAND—

Christchurch . . . Brown, C. O.
Dunedin . . . Sale, Prof. G. S.
Wellington . . . Brown, Prof. J. R.

QUEENSLAND—

Brisbane . . . Bousfield, F. S. N.

S. AUSTRALIA—

Adelaide . . . Bensaley, Prof. E. von B.

SOUTH AFRICA

CAPE COLONY—

Port Elizabeth. Stevenson, Miss.

WEST INDIES

Barbadoes . . . Dalton, Rev. H. A.
Jamaica . . . Barrows, Miss M. M.

Classical Association

BIRMINGHAM AND MIDLANDS BRANCH

A MEETING was convened on October 5th, 1905, with the Lord Bishop of Birmingham in the Chair, to consider the question of founding a Branch of the Classical Association. After an introductory address by the Chairman, resolutions were passed establishing the Branch, and electing the following officers :—

PRESIDENT: The Right Rev. the Lord Bishop of Birmingham, D.D.

HON. TREASURER: C. D. Chambers, M.A., Birmingham University.

HON. SECRETARY: A. E. Measures, M.A., King Edward's School, Birmingham.

A large Organising Committee was also appointed to draw up rules for the Branch, and to make further arrangements for its organisation.

At a meeting of the Organising Committee on October 26th, 1905, a code of rules for the Branch was passed, and the following elections were made :—

VICE-PRESIDENTS: The Right Rev. Bishop E. Ilsley, D.D. (Birmingham), the Ven. Archdeacon Burrows, M.A. (Birmingham), the Rev. L. G. B. J. Ford, M.A. (Repton School), Mr. R. Cary Gilson, M.A. (K.E.S., Birmingham), Mr. F. J. R. Hendy, M.A. (K.E.S., Bromsgrove), the Rev. H. A. James, D.D. (Rugby School), the Rev.

S. R. James, M.A. (Malvern College), Mr. J. T. Middlemore, M.P. (Birmingham), the Rev. H. W. Moss, M.A. (Shrewsbury School), the Rev. J. Hunter Smith, M.A. (Birmingham), Professor E. A. Sonnenschein, D.Litt., (University of Birmingham), Mr. C. A. Vince, M.A. (Birmingham), the Rev. R. Waterfield, M.A. (Cheltenham College).

COMMITTEE : The President, Hon. Secretary, and Hon. Treasurer (*ex officio*); Mr. Graham Balfour, M.A. (Director of Technical Instruction, Staffordshire), the Rev. A. B. Beaven, M.A. (Leamington), the Rev. A. F. Burn, D.D. (Rector of Handsworth), the Rev. W. F. Burnside, M.A. (Cheltenham College), the Rev. A. Cattley, M.A. (Repton School), the Rev. W. H. Chappel, M.A. (King's School, Worcester), Mr. R. Cary Gilson, M.A. (K.E.S., Birmingham), Mr. C. H. Heath, M.A. (K.E.S., Birmingham), the Rev. Canon W. Hobhouse, M.A. (Birmingham), the Rev. W. T. Keeling, M.A. (K.H.S., Warwick), Miss Loveday (Girls' High School, Edgbaston), the Rev. J. Norris (The Oratory School, Edgbaston), the Right Rev. Monsignor H. Parkinson, D.D., D.Ph. (Oscott College), Miss E. Purdie, Ph.D. (Ladies' College, Cheltenham), Mr. R. W. Reynolds, M.A. (K.E.S., Birmingham), Professor E. A. Sonnenschein, D.Litt. (University of Birmingham), Mr. C. A. Vince, M.A. (Birmingham).

The first regular meeting of the Branch was held on Wednesday, February 7th, 1906, when an address was given by Mr. E. D. A. Morshead (formerly of Winchester). Further information as to the work of the Branch may be obtained from the Hon. Secretary or other officers of the Branch.

A. E. MEASURES (*Hon. Sec.*),
KING EDWARD'S SCHOOL, BIRMINGHAM.





CLASSICAL ASSOCIATION



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PROCEEDINGS

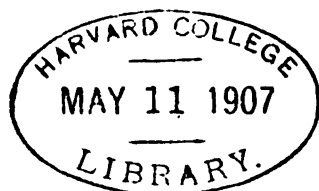
OCTOBER 1906

WITH RULES AND
LIST OF MEMBERS

LONDON
JOHN MURRAY, ALBEMARLE STREET, W.

1907

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δ FOURTH GENERAL MEETING, MANCHESTER,
1906

THURSDAY, OCTOBER 11TH

At 8.15 p.m. the members of the Association were received by the VICE-CHANCELLOR of the Victoria University of Manchester in the Whitworth Hall. In the Museum were exhibited neolithic implements, early gems, and other objects, collected by George Finlay in Greece; and bones of animals from the early strata of Hissarlik and from the Dictæan Cave in Crete, classified by Professor W. BOYD DAWKINS. In the Christie Library were shown manuscripts, fragments of papyrus, rare books, and the addresses presented to Owens College at its Jubilee in 1902. Vocal and instrumental music was performed by Miss Fillunger, Mr. Egon Petri, and Mr. Arthur Catterall.

At 10 p.m., in the Natural History Lecture-room, Professor W. RHYS ROBERTS gave a lecture on "Youth and Age in Homer," of which the following is a brief summary:—

So comprehensive and popular a subject as "Youth and Age in Homer" had been chosen at the suggestion of the organiser of the evening meeting. The aim would simply be to recall to mind (with a few interspersed remarks on Homer as an artist and a lover of mankind) a few of the many vivid and various pictures of young and old which were to be found up and down the *Iliad* and the *Odyssey*. In the course of this review it was pointed out that some of the most striking references to child-life occurred in the similes, and so might perhaps be thought to come, in a special measure, straight from the heart of

the poet. Odysseus's appeal to Nausicaa was read, and the chief occupations of youths and maidens were mentioned. Antilochus, Elpenor, and Telemachus were taken as types of Homeric youth, and Odysseus as a type of middle age, the precise meaning of the word *ᾠμολέπων* being considered in this connexion. Various references to the youth of Odysseus and to his predicted old age and death were passed in review; and Eurycleia and Nestor were chosen as types of old age. The characteristics of youth and age had been analysed in Aristotle's *Rhetoric* and in Bacon's *Essays*; a young student might find it a congenial task to illustrate these from the Homeric poems, and therewith the difference between the analyst and the artist. A catalogue of qualities did not make a living picture. Homer found comfort as well as sorrow in the thought that old age and death come to all. The view that youth and age are as natural as springtime and autumn might be considered specially Homeric, in that Homer is the first poet known to have expressed it. But, though natural, old age has to be combated, and here Nestor provides an inspiring example. Nestor exclaims continually, with all the keen Greek appreciation of the advantages of youth, for the loss of which no respect paid to age could possibly atone, "Oh, would that I were young again!" But of the same Nestor we were told that he "gave not way to sore old age." Such an attitude towards the devastating inroads of old age was not only Homeric, but heroic.

A vote of thanks to the lecturer was carried with applause.

FRIDAY, OCTOBER 12TH

At 10.45 a.m., in the Manchester Museum, Professor BOYD DAWKINS exhibited the Finlay Collection of ancient Greek stone implements and articles, intaglios, etc.; also the remains found by Mr. Hogarth in the Dictæan Cave, and the human skulls obtained by Mr. Hogarth from a burial-chamber at Zakro. The large number of stone axes in the first prove that the ancient inhabitants of Greece, like the rest of Europe,

passed through the neolithic stage of culture. The Dictæan specimens consisted mainly of the remains of the ox, deer, hog, and wild goat offered in sacrifice to Zeus, while one frontlet of the small Cretan variety of *Bos longifrons*, the primitive domestic ox throughout Europe, was a *bucranium* carefully fashioned so as to be hung up in the shrine. The human skulls present traces of the result of long ages of culture and refinement—the thin walls, the long-drawn-out parietal sutures, the large cerebral development, the delicate features, and the small teeth liable to decay. They all belong to the oval type of cranium known in France, Spain, and Britain as the “Iberic,” and termed by Sergi in the Mediterranean region the “Mediterranean.” They all bear the impress of the high and long-continued Minoan civilisation of the Bronze Age, from which both the Greeks and the Etruscans derived their arts.

A vote of thanks to Professor Boyd Dawkins was proposed by Professor W. RIDGEWAY, seconded by Professor E. V. ARNOLD, and carried with applause.

At 11.15, in the Geology Lecture-room of the University, Professor J. P. POSTGATE delivered a short address upon “Horace as a Rustic.” His subject had been suggested to him by the criticism that had been passed upon a sentence in the introduction to his *Selections from Tibullus* by a German reviewer. He had noted there (p. xxvii) that “Virgil alone, of all the contemporaries of Tibullus, had the same love of the country, the same reverence for the ancient religion.” On this the reviewer had commented that the omission of Horace from among the Augustan poets whom the country had inspired was “incomprehensible.” The lecturer proceeded to examine the character of the references to the country in Horace, the number of which he did not dispute, and to show that they betrayed no deep interest in the country, nor could they be said to be inspired by it. The country was lauded by Horace, first, as a source of wealth; secondly, as a health-giving resort; thirdly, as the pleasantest of places for

convivial indulgence. Lastly, it furnished an admirable background to the poet who desired a proper *mise en scène*. In all this there was no proof of inspiration. When a writer was inspired by a subject, his sympathies were quickened and his observation sharpened. But Horace's references (*e.g.* his use of the epithet *rusticus*) showed that he had no sympathy with the countryman, and his allusions to things rustic, as compared with things urban, were cold and negligent. Horace was, in fact, like Propertius, by nature and by breeding a townsman; and as his finest odes, those at the beginning of the third book, show, his real interest was in Rome, its history and its destiny.

A vote of thanks to the lecturer was moved by the Rev. Dr. A. C. HEADLAM, seconded by the Right Reverend the Bishop of SALFORD, and carried with applause.

At noon a visit was paid to the Chetham Hospital and Library. The Officers and Councillors of the Association were entertained at lunch in the Town Hall by the Lord Mayor (Councillor J. H. THEWLIS). At 2.15 p.m. many members visited the remains of the Roman fort in Deansgate, under the guidance of Mr. CHARLES RÖDER, author of *Roman Manchester*.

At 2.45 p.m. the Rylands Library was opened to the Association, and the treasures of the Althorp Collection, especially its early printed editions of the classics, were shown by the Librarian and the Sub-librarian, Messrs. H. Guppy and G. Vine, who had prepared for the occasion a history of the library and a catalogue of its chief classical books in a volume of which a copy was presented to each visitor.¹ Tea was provided by the kindness of Mrs. JOHN RYLANDS, the Founder and President of the Library.

¹ *The John Rylands Library, Manchester: a brief historical description of the Library and its contents, with a catalogue of the selection of early printed Greek and Latin classics exhibited on the occasion of the visit of the Classical Association in October, MCMVI.* Sherratt & Hughes, Manchester and London, MCMVI.

At 4.30 p.m. a Congregation of the University, to which the members of the Association were invited, was held in the Whitworth Hall.

The VICE-CHANCELLOR (Mr. A. Hopkinson, LL.D., K.C.).—On behalf of the University I desire to offer our most hearty welcome to the members of the Classical Association who are visiting us this afternoon. We have thought it a right and fitting thing to do to recognise the visit of the Association by conferring the degree of Doctor of Letters on some of the distinguished representatives of that Association who are present with us. I will now call on Professor Strachan to make the presentation for the first degree.

The Right Hon. Sir RICHARD HENN COLLINS, Master of the Rolls, was presented by Professor J. STRACHAN, who said that in adding this name to its roll of honorary graduates the University paid a tribute not only to the eminent jurist, but also to the warm friend of classical studies. Sir Richard Henn Collins had had a distinguished career as a classical scholar, followed by brilliant success in the law; and although his life-work had lain elsewhere, he still retained a deep interest in his earlier pursuits, as his presence on that occasion showed. He was our first authority on commercial law, and it was particularly fitting that the University of a great commercial city should recognise his services by an honorary degree.

Mr. S. H. BUTCHER, M.P., was presented by Professor R. S. CONWAY, who referred to him as the Bayard of modern scholarship, an honoured teacher in the Universities of Oxford, Cambridge, Edinburgh, and Harvard, the author (with Mr. Lang) of a translation of the *Odyssey* which had become itself a classic, and of other works of keen critical faculty and rich sympathy. As Chairman of the Council, by his enthusiasm and wisdom he had guided the Classical Association safely through its first years, and as Member of Parliament for Cambridge University he had now carried into political life the same luminous genius which

had made him the most eloquent and inspiring teacher of Greek in this generation.

Professor J. P. POSTGATE was presented by the same as the foremost representative of Cambridge Latin scholarship, who had nobly exemplified the great Cambridge ideal of devoted and accurate study of the ancient texts. His "doctrine of the enclitic" *-rum* was the joy of a thousand class-rooms; he had rescued from oblivion more than one of the Augustan circle; and he had illustrated some of the most human of the Latin poets with deep knowledge, keen wit, and rare literary taste. He was especially welcome as the founder of the strong and flourishing Classical Association, and as the editor for many years of *The Classical Review*, which he had raised to a high level among the learned journals of mankind.

Professor W. RIDGEWAY was presented by the same as the most brilliantly original of all workers in the field of classical antiquity; as the founder of the Cambridge school of anthropology, the discoverer of the origin of coinage, the excavator of the vanished Pelasgians, and the biographer of the thoroughbred horse. In Dublin, in Cork, and in Cambridge he had brought to thorny questions of research and of academic organisation a resolute and penetrating intellect and a royal warmth of heart. To the stimulus of his teaching and counsel a host of scholars in diverse fields were deeply indebted; for whatever he had touched he had inspired with his own enthusiasm for truth.

After the degrees had been conferred, the Vice-Chancellor called on the Lord Mayor of Manchester (Councillor J. H. THEWLIS).

THE LORD MAYOR.—There are many pleasant duties that fall to the lot of the Lord Mayor, but amongst them I can scarcely conceive of one greater than that which I have the privilege to discharge to-day. During this week we have already welcomed a learned society, no less than the Incorporated Law Association; and now, ere the week is

closed, it falls to my lot to give a welcome on behalf of the city to the Classical Association, who have done Manchester the honour of meeting under our sunny skies. I am glad indeed to welcome this Association in Manchester, and for this reason, that we are willing and ready to show an appreciation of learning of every kind, both ancient and modern; of the older, as well as the younger, forms of culture. I rejoice that your learned society has chosen to have its meeting this year in Manchester. It is perfectly well known to all of us that there are differences of opinion in regard to some, but only some, of the objects of your Association. As far as I am concerned, although I am not intending even for a moment to discuss any of the various problems that gather round this subject, I would just give you, in the words of another, one view of classical literature. You may not agree with it, but whether you agree with it or not you will recognise in it a great principle. When I have read the words I will give you the author. "A classic is a book which maintains itself by virtue of that coalescence of matter and style, that innate and requisite sympathy between the thought that gives life and the form that consents to every mood of grace and dignity, and which is something neither ancient nor modern, always new and incapable of growing old." I commend to you these sentiments of Mr. Russell Lowell, and in doing so I have only one word more to offer, and that is the great pleasure it is to me to-day, as representing our great city, to offer, not only on behalf of the citizens but also of the Corporation, a hearty welcome to the Classical Association, and particularly to include in that welcome the mention of the honoured names of the Master of the Rolls and Mr. Justice Kennedy.

The Rev. Canon E. L. HICKS.—As the unworthy President of the Manchester Branch of the Classical Association I am desired to express on behalf of that branch the very great pleasure we have in welcoming so many distinguished members of the Association from all parts of the kingdom to meet us in our city to-day. They have chosen unfortunate

weather (even Manchester is not always quite like this). Although we do confess to being a city of din and of smoke, we claim to be a great centre of population and an important focus of industry. The Classical Association has already learned that Manchester is also deeply concerned with the things of the mind. We meet here in one of the great rising Universities of England, of which we have representatives on this platform, and of which the younger branches are already finding an eloquent voice. Therefore, in the name of the friends of classical learning in this city, we give the warmest possible welcome to our visitors from north, south, east, and west, and hope they will carry away very pleasant memories of their visit among us.

The VICE-CHANCELLOR.—There is a pleasant duty which I must perform before calling upon Sir Richard Henn Collins to take the Chair, and that is to express on behalf of some of us who have been longest associated with him what pleasure it is to see him here to-day. We who have worked with him as counsel, or before him since his elevation to the Bench, know how much the English law owes to him, how he has adorned both the Bar and the Bench. As having been one of the leaders of the Northern Circuit, we claim with pride that he has a special connexion with this district. It is a district which is sometimes thought to be wholly occupied with material pursuits which can be made immediately profitable, and I feel I should be false to my position unless I said two or three sentences with regard to the question of classical studies and learning. It has been suggested from time to time in many quarters that the new Universities which are growing up throughout the land are aiming at studies which are only pecuniarily remunerative, and have looked with cold eyes on classical study. That this is quite contrary to the fact is proved by the history of this University, and by the scholarly work of such men as my predecessors, Dr. Greenwood and Dr. Ward. They were scholars in the true sense of the word; and if some of us who are now largely responsible for the policy of the

University can have no claim to such distinction, at all events we can, as men of affairs and, if I might borrow a common phrase, examples of the man in the street, hold up the banner of literary and classical training as one of the things which it is necessary to keep in the forefront of educational effort, if the rising generation is to be trained rightly at all. We shall not forget, whether in the University or on the platform, to call attention to the importance of maintaining classical training. In our own University the number of classical students is increasing largely, and not only of the students who take classics as part of a general course, but also of those who are devoting themselves to special work. They are threefold more numerous than they were a short time ago, and in the examinations for admission to the University, although we do not insist upon Latin or Greek for all candidates, the number of those who are taking these subjects is increasing. In addition to this, it is important to notice that the local authorities, to whom Parliament has entrusted such large powers with regard to education, are recognising more and more the importance of classical study in connexion with secondary schools. In practical life, too, the careers of many who have achieved distinction as men of affairs or as men of science show the advantages of early classical training. Three things are wanted specially in education which classical training can best give. The first is to get free from the bondage of mere word and phrase. How often in legal, in political, and even in academic discussions mere phrases and words are taken as substitutes for thoughts! Is there anything that, even in the earliest days of school life, forces the mind to search for the real meaning underlying words and phrases so effectively as having to put the shortest and simplest sentences from a modern language into a classical one? You must think of the meaning before you can write a sentence of Latin prose. The second thing in these days of "exuberant verbosity" is the cultivation of a clear and concise style. What is wanted is the cultivation of the chaste, polished and condensed style

which we find in the best classical authors. The third point is to spread the true culture which is wanted in these days of the advance of material prosperity, especially in our great towns. It is not so much the learning which is necessary for producing great scholars that we need, but that kind of culture, that kind of knowledge which can be gained by being in sympathy with other times than our own, with distant ages and distant places. That can come in no way so well as from the study of the history, the thought, and the whole feeling of ancient Greece and Rome. One cannot read the expressions of the great minds of those who lived in Athens and in Rome without feeling that the people who wrote and who read these works were people who thought the same kind of thoughts as we do, and had many of the same problems to meet, though we may acknowledge in them a better artistic sense than ours. We should try all we can to realise the ancient Greek and Roman life at its best. By doing that we shall spread a real culture, the best antidote to the narrowness of outlook, the provinciality, so often associated with vigorous practical life.

I have great pleasure in calling on Sir Richard Henn Collins to deliver his address.

The Congregation was then followed by a meeting of the Classical Association ; and, in the absence of the President (Lord CURZON), Sir RICHARD HENN COLLINS, Master of the Rolls (Vice-President), took the Chair.

The MASTER OF THE ROLLS.—I feel that I should not be discharging my proper functions here to-day if I did not take advantage of this occasion for thanking the Lord Mayor for the immense assistance which he individually, and as representing this great city, has given to the Classical Association by his attitude towards it on this occasion, and also for the words of kindly sympathy which he has just uttered. It is not merely a matter of personal civilities here. I have not been long in Manchester at this particular

time, but I have come into close contact with the Lord Mayor while I have been here, and I have seen enough to know that he is perhaps the most popular person in Manchester at this moment; and it is only because he feels himself, I won't say unwilling, but, having regard to the great demands upon his time, incapable, of once more assuming the onerous duties of the chief magistrate of this great city—it is only because of that special reason that he is not about to be its Lord Mayor for another year.

The Classical Association came into existence at a very critical time in the history of classical study. There was a movement in the older Universities to displace classical studies from the position that they had theretofore occupied. I do not say that there was not some foundation for the desire to alter that position; but it was felt by many, and I am glad to think by a continually increasing number, that though the classics ought not to claim, as they did at one time, the exclusive possession of the whole field of education, it was equally true that they could not and ought not to be excluded from that field: and it was in that state of conflicting opinions that the Classical Association came into existence. But it came into existence with no narrow view of antagonism towards other subjects of intellectual effort—nothing like jealousy of other studies actuated it. Its motto from the beginning has been “Defence, not defiance.” It has asserted, and boldly asserted, the right of classical studies to a share in the educational curricula of the youth of the country; but it did not claim, and does not claim, a monopoly. Public opinion has been in a very critical condition as to the place of classical studies. There is now going on, and has been going on for some time, a movement which probably has had no parallel since the first renaissance of learning in Europe. We see to-day what was seen then—a spontaneous desire on the part of large bodies of people to come within the opportunities of culture. Just as in the Middle Ages you find that scholars were willing to submit to great personal difficulties, to self-denial and real

suffering and anxiety, in order to bring themselves within the sphere of the influence of the great teachers of the time, so we have now a revival of the desire for learning for itself, and not merely for its money value. We have witnessed a new and interesting experiment which is now being tried. You have had recognition, indeed, of the fact that there is a demand for University culture, a demand springing from classes which have heretofore been more or less outside the reach of that culture. It has sprung up all over the midland and northern centres of teeming population and industrial activity, and the problem has been, what was to be the curriculum for these new Universities which have been thus called into existence? What did the people want who cried out for their foundation? The question was whether the classics were to have a share in the new scheme of education for this new class; and in that state of things I regard it as an immense factor in the question that the chief magistrate of this, the greatest centre, perhaps, of industrial energy in England, should come forward in his position as the person most typical of this great community, and welcome, not only for himself but for this great city, those who believe in literary culture as a part of any scheme of education. It means that the curriculum of these new Universities is not to be one, as it was at one time thought it should be, exclusively technical, exclusively directed to show people how to turn into money something that they were to acquire at that school. It has conclusively shown that the opinion of this, perhaps the most important centre of the industrial community, is that classical studies should continue to be a part of education. Now, as I have said, I think it is a most interesting experiment, this of teaching technical subjects by University methods. It has been tried, and is still upon its trial, in these northern Universities. In many cases, with all deference do I say it, it does not so much matter what is taught as how it is taught. In my opinion the real essence of University training lies in the methods, the enthusiasm, and the power of sympathy of the person who

instructs, rather than in the nature of the thing taught ; and no matter what the subject may be, if the teacher introduces into it large and intelligent views of the meaning of the thing he is dealing with, he can give instruction to the intellect as well as to the hand and eye, even though the subject be a technical one. From what I have seen of the younger Universities I have felt that they were supplying what was a want in the industrial classes—instruction how to apply their minds, and to work by system, not by rule of thumb. We see that the industrial communities are going to strengthen this education by introducing classical and literary culture as well, and we may rely with certainty and satisfaction on the future of classical education in this country. In my opinion it would be an enormous misfortune if for any reason the cultivation of the classics were allowed to lapse. It would affect the whole of the literary side of culture in this country ; and I look forward to the time when it will not be a question of creating opportunities for the acquisition of such learning, but I believe myself that the people from whom the demand springs for culture will insist on literary culture based on classical training being part of the system where they seek their education. We are seeing on all sides that, even with the limited opportunities which have been heretofore at their disposal, the great labouring class, the class of operatives who furnish the life-blood of this Lancashire community, have been able to assert themselves in the councils of the nation, to send men to Parliament who have been able to hold their own in debate with the best intellects of the country. And are we going to suppose that the class which has won the right to have its representation in the councils of the nation, as it has done, and with whom the future of the country really lies, from whom our statesmen and it may be our governors will hereafter be selected, will acquiesce in an inferior standard of culture, and will not insist on emulating the great men who have left such reputations behind them, and whose methods and utterances bear, so to speak, on their face the stamp

of that classical culture which I am sure the new-comers will insist on acquiring for themselves? I think that the die has been cast for classical study, and that this Association may have some claim to have done something to turn the scale in favour of such studies. In my opinion, the game is won, and the community for whom these Universities were founded will insist on classics forming a part of the general curriculum.

Mr. Justice KENNEDY.—I wish, before saying the few words that I shall have the honour to address to you, to express, not only for the sake of those who are here, but for the sake of the Association which brings us here together, my great regret for the absence of Lord Curzon on this occasion. I express that regret not merely for the reason that Lord Curzon is a statesman who has filled with distinction one of the highest posts in the Empire, nor merely because he has shown himself possessed in an eminent degree of great literary capacity, but because he is, as a man of affairs as distinguished from a member of a learned profession, one whose advocacy of classical studies is above suspicion; whereas I, who have very recently been honoured by the invitation to do my little best to fill the gap which was created by his absence, may, in the popular view, be thought to be prejudiced to some extent in favour of such studies.

The few remarks which time has allowed me to put together and submit to you to-night are remarks which are directed to the value of classical learning and classical education for the training of the lawyer and the legal profession. The title, as appearing in your programme, might lead you to suppose that I intended to take up your time with a discussion on the value of classical training for all the learned professions. I never dreamt of doing so. I do not to-night intend in the slightest degree to trespass beyond the limits of my text, which is, "The Value of Classical Training for the Legal Profession." Now first I want you to look at it in regard to what I may call the direct and immediate advantage of classical

training to the lawyer; and here I am afraid that one must admit—however great one's preference may be from a literary point of view for the Greek language—that Latin has unquestionably the more important claim. I read the other day in the course of a controversy which has appeared in *The Times* with regard to classical education, what seems to me to be eminently true and to the point on this matter. The writer said, "In all that concerns law we are connected in an unbroken and living union with ancient Rome"; and the same thought is put by Sir Henry Maine, who was a great lawyer as well as a great scholar, in a shorter phrase when he wrote, "Legal science is a Roman creation." No doubt if you look at it as we English lawyers ought to look at it, the statement, while true of legal science in one sense, must not be taken in the most literal acceptation of the words. There is a great non-Roman element in the law of this country, but it is still substantially true that the scientific law is a Roman creation. Jurists and practitioners alike are in my judgment poorly equipped for great work if they have not studied and cannot understand in the original the work of the jurists of the later Empire, to whom we owe so many of our legal ideas. Up to a certain point you may learn something from translations, you may acquire some knowledge, and store that knowledge in your memory; you may pass an examination, you may even acquire in a certain degree a mastery of the subject: but unless you can read the Latin of the great Roman jurists you certainly do not know all that you ought to know. The mere acquaintance with facts is not necessarily sufficient to constitute education in any proper sense of the term.

Still sticking to my text, and passing from what are the obvious and immediate advantages to be derived by the student of law from the study of Latin, I submit to your consideration that there is a value in classical education to the lawyer which is even greater than the immediate and practical value of such education, which I have just pointed

out. What I desire to say applies to the study, not of Latin only, but of Greek also. I wish that those (there may be some in this hall) who are inclined to fancy that classical studies are superfluous in legal education would consider with me for a moment what is the essence of the lawyer's business viewed from an intellectual standpoint. He must, in the first place, have learned to grasp clearly, accurately, and completely all the bearings of the case which he is to investigate—complicated or simple as it may be—both in regard to the facts and the law of that case. Secondly, what is not less important, he must have so learned and so studied as to be able lucidly to expound his thoughts, alike to the court and to his clients. He must have learned the art which enables him to convince and to persuade. Now I maintain that, to fill adequately these essential requirements of a lawyer's success, no educational process will generally be so effective as the process of mastering the classical languages as they should be mastered, by which I mean the practice of composition in Greek and Latin as well as of translation from the great classical languages. The lawyer especially needs the development of a capacity for clear and forcible expression of the thinker's thought—the perfection of the art, as the Greek would call it, of rhetoric. In the practice of composition in Greek and Latin the boy is taught to exercise with facility the art of giving apt and accurate expression to his thought, so that he will not be at a loss for expression and ability to convey his meaning with vivid and persuasive power to the mind of his hearer.

I pause for a moment to interpose this. I have no doubt the Master of the Rolls has heard, in the course of a trial, as I have, a witness, wanting neither in honest intentions nor in shrewdness, assert almost piteously to the court by way of excuse for a confused version of the facts as to which he is giving evidence, "Well, my lord, I am no scholar." Now that has struck me more than once as an unconscious testimony to the want of that education which a lawyer especially, if he is to succeed, ought to have, because it is

unquestionably the education which will enable him to do his business, which largely consists in convincing others; and he cannot hope to be able to convince others unless he has been trained, as I believe that classical study will train him, first to form an accurate comprehension of the facts, and then to give apt expression to the thought. The witness, when he says "I am no scholar," means, "I am unable to find the way to express in a continuous and clear manner the thought which I desire to express." I believe myself the classical training to be excellent in facilitating the acquirement of those accomplishments, or (shall I say it?) equipments, of a really successful lawyer which I have endeavoured to describe.

There is only one more point I wish to make. Classical education, involving as it does the study of the works of some of the world's greatest masters, in poetry, in history, in philosophy and oratory, gives the lawyer, as, I believe, nothing else can, the breadth of thought and the insight into the workings of complex human nature which will prevent him from dealing narrowly or ignorantly or pedantically with the questions, often grave questions or subtle questions, with which in the course of the exercise of his profession he will be called upon to grapple.

Mr. S. H. BUTCHER then read a letter from the President, Lord CURZON, dated September 16th, expressing regret that he was not able to preside over the meeting. "The audience," Lord Curzon wrote, "will, I am confident, accept the apologies which I now offer through you, and, in the circumstances of the case, will recognise how impossible it would have been for me to discharge the agreeable duty which in happier times I had undertaken. One reflection has occurred to me which it may not be irrelevant to express. When we are in great grief we all of us turn for solace to the literary pastors and masters of our lifetime. Is it not a tribute to the great classical writers of antiquity, that, severed as they are from us by such vast differences of age and circumstance and thought, there are many of

us who yet find in their wise philosophy, and still more in their exquisite pathos, a relief which not even the great writers of our own language and time can as easily or as invariably impart? Is it not a remarkable thing that they should speak to us across the ages in accents so tender and so true? And may not this be counted an additional reason for holding them in unabated reverence?"

Canon Hicks.—I have been called upon quite unexpectedly to move a resolution that is by way of expressing our gratitude to Mr. Justice Kennedy for the very beautiful and interesting address he has given to us about the value of classical education. He has confined himself, with the care and caution which become a lawyer, to that part of education with which he is immediately and properly acquainted, but we could not help perceiving that in speaking about the training for one particular profession, his remarks really applied to all those great professions which look to classical learning as one of their chief sources of mental discipline. We are to-night to resume our study of this great question, and I will therefore confine myself to this very imperfect and very brief expression of our deep thanks to Mr. Justice Kennedy for his presence and for his beautiful address.

The Rev. Dr. J. H. MOULTON.—I greatly appreciate the privilege of being allowed to join my friend Canon Hicks in expressing for the Manchester Branch of the Classical Association our great indebtedness to Mr. Justice Kennedy. There is a personal interest attaching to the duty; for when I scan the Classical Tripos list of 1868, I see with a Kingsman's pride the name of the Senior Classic of the year, the distinguished former Fellow of King's to whom we have listened with so much pleasure this afternoon; while in the fifth place stands the honoured name of A. S. Wilkins, whose work in the department of Greek Testament study I have the great responsibility of carrying on to-day. Perhaps I may be allowed to pursue a step further this reference to 1868, inasmuch as my relationship to the Senior Wrangler

of that year enables me to quote a competent authority in support of Mr. Justice Kennedy's argument, upon which I can myself naturally form no independent opinion. Were Lord Justice Moulton here to-day, I know that he would entirely concur with his two learned brethren in their estimate of the value of classical study in the making of a lawyer. Were this the time, I could have added an emphatic testimony to the value of classics in preparation for another profession, as to which I might speak with more knowledge. The discipline of the humanities—especially when Greek is taken as including the magnificent aftermath of the Hellenistic age—is perhaps the very best possible intellectual training for the work of the Church. In seconding Canon Hicks's motion I have been asked to add another, one of thanks to the Master of the Rolls for his conduct in the Chair; and I submit to the meeting with great pleasure the twofold resolution.

The resolutions were carried with applause, and the meeting was then adjourned.

At 9 p.m., in the History Theatre, a discussion was held on "The Relative Functions of Classical and Modern Language Teaching in Secondary Education." Mr. BUTCHER (Vice-President) took the Chair, and called on the Right Reverend Bishop WELLDON, Dean of Manchester, to open the debate.

THE DEAN OF MANCHESTER.—The object of a speaker in circumstances like mine to-night is, I imagine, to say as many provocative things as he can in the hope of stimulating discussion. There is something of a provocative nature that I meant to say; but my friend Professor Ridgeway told me that if I did say it he would make a violent personal assault upon me. In these circumstances I hope you will let me begin by expressing my profound belief in the unique value of classical studies as educational instruments. The opinion which I have so expressed has not always been held. I

was reading the other day an essay of Hazlitt's entitled "On the Ignorance of the Learned," and I came across these words: "Any one who has passed through the regular gradations of a classical education and has not been made a fool by it may consider himself as having had a very narrow escape." You and I, ladies and gentlemen, have escaped; I do not know that the escape has been particularly narrow. But I think we may congratulate ourselves upon the fact, which is hardly open to dispute, that there has in the last few years been a considerable reaction towards a belief in classical studies. I can remember the time when it was pretty generally imagined that natural science and modern languages together would make an efficient substitute for classics. That view, I think, is less widely held to-day. But I shall venture to submit to you the proposition that the real educational distinction which ought to be borne in mind is not between classical and modern languages; it is between languages and other subjects. Speaking for myself, I believe it is possible to get all, or almost all, the same advantages out of modern as out of classical subjects; but I do not think it is possible to get them in the same degree. Language, I say, is a supreme educational subject; and it is so, if I may put my belief in the fewest possible words, because language is so human. Language is a human product, and it is in its tendency and effect human. I mean that the characteristic of mathematical study is proof, that of scientific study is experiment; proof and experiment alike tend towards certainty, whereas in human affairs it is probability, as Bishop Butler says, which is the rule of life, and the problems which occur in the study of language are, as it seems to me, generically the same as occur in the conduct of life. That is the reason why I look upon language as the supreme educational subject. It is worth while, I think, to observe that when modern languages were first brought into the public schools of England there was no great result expected of them. They were, I believe,

first brought into Rugby School by Dr. Arnold, and I may perhaps be allowed to remark in passing, as a fact of interest to people in Manchester, that Dr. Arnold came very near once holding the office, or the office corresponding with that, which I now hold. It was offered to him, and he refused it on the score of the inadequacy of the income—a fact which may lead the people of Manchester to see the unwisdom of cutting down the income of Deans. Dr. Arnold, who was a strong supporter of classical education, said when he brought modern languages into Rugby: “I assume it certainly as a foundation of my view of the case, that boys at a public school never will learn to speak or pronounce French well under any circumstances. But for most of our boys to read it will be of far more use than to speak it; and if they learn it grammatically as a dead language, I am sure that whenever they have occasion to speak it (as on going abroad, for instance) they will be able to do it very rapidly. I think that, if we can enable the boys to read French with facility and to know the grammar well, we shall do as much as can be done at a public school, and should teach the boys something valuable.” I wish emphatically to endorse Dr. Arnold’s opinion that it is idle to teach French pronunciation in public schools. The very fact that in class boys are listening to each other’s bad pronunciation is a fatal drawback to such teaching. Pronunciation of French must be learned elsewhere; it must be learned in the nursery, or, if not, it must be learned less satisfactorily by boys going to reside in families abroad. Time spent in school in learning the pronunciation of foreign languages is ill-spent and is far more profitably spent elsewhere. When I was head master at Harrow I tried in some small measure to institute a system by which certain families or homes which I knew of on the continent of Europe should be put in some relation to the school, so that I could send boys, particularly those who were preparing for the army, into those families or homes. I am clear that time spent in the school in

learning the pronunciation of a foreign language may be far more profitably spent elsewhere.

Now it is my strong opinion that the educational supremacy of the classics remains unassailed, and that as an instrument of education, and especially of the higher education, the languages and the literatures of Greece and Rome must be as far as possible maintained. I hope I shall not excite the wrath of any opponent if I make, in passing, the remark that for that very reason I have always been averse to putting any artificial difficulty in the way of learning either Greek or Latin; and you must bear with me if I say that any attempt to change the natural pronunciation of the Latin language, the pronunciation which is natural to English boys, must put an artificial difficulty in the way. I very much doubt whether the ears of the modern world are not different from the ears of the ancient world. Greek as we pronounce it—I say nothing about Latin—produces upon the ears, and therefore upon the minds, of persons who speak and hear it now, something far more like the impression produced upon the ears and minds of the students than could be produced if the boys of to-day were taught by ill-informed or half-informed revolutionaries to attempt what might be regarded for the moment as the orthodox ancient pronunciation. I also wish to say that, deeply as I value the classical languages, I think the time which has been wasted in some departments of classical study, and notably in Greek and Latin versification, is simply a scandal. It is very important, in the overloaded condition of the educational curriculum, to lighten the ship by casting over some subject, and I rejoice to think that versification in ancient languages occupies a much less important place than it did when I was a boy; for I have never been able for the life of me to conceive why a boy who is not allowed to write even a verse of poetry in his own language, and if he did write verse would make a fool of himself, should be obliged to spend so many hours of time in composing absolutely worthless verses in a dead language.

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I do not think I need appeal to this assembly upon the intrinsic value of the classical languages. For different reasons Greek and Latin are incomparable instruments of culture. There is in ancient literature, too, a freshness which it is impossible to reproduce in later days. Nobody can read Homer without feeling that, if the same thoughts came into a later poet's mind, they would not hold the same character or produce the same effect as they did in Homer's poetry.

The time that I was asked to occupy has expired, but I should like to add that I am of opinion that English is becoming, and is destined to become, the universal language; and the benefit of a universal language is so conspicuous that I am doubtful whether a teacher does not commit something like an offence against human society if he insists upon English boys and girls speaking any other than their own language. French and German never can become universal languages. At the same time, the best education can only be given by means of the classical languages. I would urge, therefore, upon the Association that we should use our utmost endeavours in our various spheres in life to maintain the supremacy of the classical languages and of classical literature.

Mr. J. L. PATON.—If I were to take the Dean of Manchester as seriously as he has obviously been taken by Professor Ridgeway, we should have to view with some apprehension the accession of Bishop Welldon to the Board of my Governing Body. To the sacrifice of Greek and Latin verse I should not demur—that sacrifice has already been made; but the other sacrifice, the sacrifice of the attempt to pronounce German and French, is a sacrifice that I am not prepared to make; and, as to the pronunciation of Latin, it has taken us about three years to get the true pronunciation established in the school, and if all this has to be undone it is a case of the head master dying in the last ditch. After all, when we are teaching a language we have to teach some kind of pronunciation, even if it

is a bad pronunciation; and if we have to teach some pronunciation I do not see why we should not teach the right one to begin with and stick to it. But my object this evening is to show how the newer methods in learning languages have reacted on the teaching of Latin and Greek, more particularly Latin; for all the different subjects of school work are so intimately bound up in one organic whole that you cannot quicken and energise one part of your school instruction without quickening the whole. There is no doubt about it that our modern language colleagues have succeeded in energising the modern language instruction of our schools in a way, I think, that Dr. Arnold never conceived possible. We owe to the new modern language method certain definite improvements in classical teaching—improvements which in this country are only incipient, but in Germany, particularly Frankfurt, have been carried out to the highest point of perfection. We owe to this new method the great part which oral work is beginning to play in the teaching of Latin and Greek—more particularly in the teaching of Latin. Modern language teachers always make their boys speak the language; they always make them speak in sentences: and we Latin teachers and Greek teachers are beginning to learn from them. I do not think we have learned half as much as we might. I do not see why we should not have the same method of reproduction as they have in their French and German classes, taking each separate sentence and putting questions upon it in such a way that, little by little, the whole of the construing lesson is reproduced orally without reference to the book. A teacher's function should be to do the great bulk of his composition orally by making the boys give back the substance of their classical author in Latin and in Greek. I do myself believe in what the modern language teacher would call the reproduction of the sentences, and it is not at all hard, as experience shows, after you have accustomed boys to give you back the Latin sentences in answer to your questions. It is not a difficult

matter, when you have come to the end of a chapter of Livy, to get a boy to stand up and give you five or six well-formed Latin sentences, perhaps the whole substance of that chapter in his own words. In this way it may be hoped that we may be able to counteract that intellectual deadness which is the natural result of treating Greek and Latin as if they were dead languages, and treating our pupils as though they were deaf and dumb grammar-grinding machines.

MISS S. A. BURSTALL.—I cannot claim to be one of those modern language teachers whom I, like the last speaker, respect and admire for the example they give us. I should wish, however, to state something of my experience as to girls' education at school. Although, as the Dean has said, English may eventually be the universal language, and although I do not wish unduly to press the claims of the French language, I do claim that there is real value in French linguistic training for girls. They know that it is a living language, and it is very useful to them in many ways. It is not so easy to speak of the German language. In some schools German is taught very little, in some not at all. In a centre like this German would be of much more practical value than in the rural districts of, say, Dorsetshire. I should not, therefore, press the value of German, but no one could ignore it as a necessity for research in any subject; we all know that it is in such work essential. I would rather occupy a few minutes in saying what should be the place and function of Latin, especially in girls' schools. I say Latin, because Greek can only be the joy of the few. Latin gives to girls that linguistic discipline, that intelligent interest, to which the Dean has referred; and it gives them also a valuable key to much in modern literature and history, and throws light on that which would otherwise remain obscure. Latin is popular in girls' education, as can be shown by pointing out that in a University like this Latin is taken as a voluntary subject; it is not compulsory in the matriculation examination, and yet it is

taken by a very large number of girls. Surely there must be some inherent fascination in the study which has caused it to win its way. In the great school over which I have the honour to preside our ablest girls have specialised in classics, and I hope they may long do so. There are many who are obliged to take up other studies for more practical purposes, but there are many girls here in Manchester who are so happily placed that they can take up the study of classics for the love of it, and in our own school there has grown up a real devotion for the tongues of Homer and Virgil.

Professor M. E. SADLER thought that in English higher secondary education for boys there was too much early specialisation in Latin and Greek. In the course of study in the preparatory schools so large a proportion of time was given to Latin and to Greek that the boys were imperfectly taught their mother-tongue and were inadequately grounded in geography and history. The chief cause of this over-specialisation lay in the requirements of the entrance and scholarship examinations at the public schools. Nothing short of a sweeping reform in the scholarship system seemed capable of remedying the grave evil of forcing young boys into an over-specialised course of classical study quite inappropriate to their years and hurtful to their intellectual development. The liberation of the earlier years in a boy's higher secondary education (ten to thirteen) from the undue pressure of premature Latin and Greek would, he thought, in no way injure the true interests of classical studies in England. Those studies were never more living, never more needed than at the present time. But they gained nothing from the maintenance of an artificial monopoly, through the pressure of scholarship and entrance examination, in the years of a boy's life to which such specialisation was especially inappropriate. A boy, he thought, should make a good start in French before he began Latin, while Greek should be postponed till fourteen. This would involve changes in the organisation of the teaching at the public

schools, as well as in the conditions of the scholarship examinations. These changes would probably lessen the amount and area of classical teaching, if all the boys now receiving it were reckoned. But the boys who had a special aptitude for literary studies would, he believed, continue to receive a classical training which would be all the more valuable because based upon a wider foundation of general culture.

Professor W. RIDGEWAY.—The Dean has not given me that piece of provocation to which he alluded. I really have nothing to quarrel about, and everything has been so well said, even if I do not agree with it, that I am not inclined to cavil. I may say that I never heard four better speeches one after the other. As regards the question of the new method of teaching languages in the schools, about which Mr. Paton said a great deal, I should like to know more about this new method. It is all very fine to say that we are going to learn a lot from teaching the classics according to this new method, but it is only to be found in a very few places such as the city of Manchester.

Professor E. V. ARNOLD.—I have very great pleasure in being able to endorse what Mr. Paton in particular has put before us—the immense improvement that has taken place in the teaching of classics in modern schools, improvements that some people scarcely believed to be possible. We owe that improvement very largely to the teachers of modern languages. We have learned a great deal from them.

Professor HERFORD dwelt upon the necessity, in all advanced English study, of a competent prior knowledge both of classics and of French, Italian, and German, and the exacting demands consequently made by such study upon the student. He also joined in repudiating the suggestion of the Dean that the universal use of English was a consummation to be desired.

SATURDAY, OCTOBER 13TH

At 9.30 a.m., in the History Theatre, Professor R. S. CONWAY delivered a lecture, of which the following is the substance, on "An Unnoticed Aspect of Vergil's Personality."

Like other great writers, Vergil has suffered something from his popularity; the fact that he has been read in schools for centuries has made the interpretation of his writings as a whole fairly clear, but has also, perhaps inevitably, tended to throw into the shade not a few finer points of criticism, on which a great deal of the deepest meaning of his poetry must after all depend. That there are plenty of difficult passages every schoolboy, and still more every teacher, knows well; but in all there has grown up what one might call an "authorised version," from which the individual teacher, however many doubts he may feel, hesitates to depart. Most of us, I think, are familiar with the effect which this situation has upon a class of schoolboys, who are exceedingly quick to see whether their teacher really believes what he is putting before them; and a good deal, though not all, of the distaste which schoolboys feel for Vergil—a distaste which must surely be in itself regarded as a disgrace to our profession—is due, I believe, to this acquiescence in formulæ which do not, in reality, represent all that can be known in the light of modern scholarship about the central figure of Roman literature.

It may be, however, that some who are familiar with brilliant commentaries, like that of Mr. Page, will doubt the truth of this contention; and every one will be rightly sceptical of the attempt to discover new meanings in passages which might be thought as plain as they are familiar. Let me remind any such that it is scarcely five years since a new name was added to the list of surviving Latin poets by the convincing demonstration of Professor Skutsch, of Breslau, that the poem called the *Ciris*, by tradition ascribed to Vergil, is the work of Cornelius Gallus. Or take a smaller point. For how many centuries, I wonder, have schoolboys

and others been forced to translate *habent acies* by "lead men into battle," because Professor Slater had not yet proved its meaning in the passage (*Aen.* VII. 695)—

Hi Fescenninas *acies* aequosque Faliscos,
Hi Soractis *habent* arces

to be the same as that of the English word with which it is identical, the Derbyshire "edge"—*i.e.* a ridge ending a high plateau? Or if I may venture to give as an instance a question which, so far as I know, has not yet been asked: Why is it that Vergil opened the Sixth Book of the *Aeneid*—that profound Book in which, like Shakespeare in his *Tempest*, he centred his whole history and vision of human life—with stories of primitive Crete (*In foribus letum Androgeo*)? Why, indeed, save that Vergil knew by tradition what we have only been willing to learn from the sharp spades of Dr. Arthur Evans, that Crete was the earliest home of European civilisation?

"Vergil," said Mr. Page, in a brilliant speech, to which we all listened with delight two years ago—"Vergil in his shy way would remind us that he is first of all a poet." It is a few cases of this characteristic shyness, which seem to me to conceal more thought than has been yet understood, which we are now to consider. And I must ask one indulgence at the outset. It is impossible to put into words the suggestions which seem to me to be implicit in these passages without giving them just the dogmatic, prosaic colour which Vergil avoided; but I hope it will be believed that I am conscious of this, and that Mr. Page's dictum is one which I too have taken to heart.

Let us begin with one or two examples of this reticence or gentleness of tone in utterances on grave matters. A typical case is the tribute to the philosophic research of Lucretius in the First Georgic (*Felix qui potuit*, etc.), followed immediately by the resolute declaration of the theoretically inferior but really more delightful calling of the plain lover of the country. Or I might point to the closing scene of the *Aeneid*,

in which the hesitation of Aeneas whether or not to spare the conquered Turnus reflects the poet's own doubt as to the efficacy of force as a remedy. Has it been observed, I wonder, how characteristically Vergil departs from the Homeric formula, which he is adapting, in picturing the spirit of the slain warrior as "groaning over its own fate at leaving manhood and youth behind" (*ὄν πόντον γόωσα, λιπούς' ἀδροτήτα καὶ ἥβην*)? In Vergil the groan is there—

Vitaque cum gemitu fugit indignata sub umbras

—but the merely selfish side of it, which to Homer was the chief point of the pathos (*ὄν πόντον*), is in Vergil suppressed, and instead we have as the last significant word of the whole poem the striking *indignata*, not "groaning" merely, but "indignant." Why does Vergil stop to regard this "indignation" of the dying rebel? Surely it is to suggest the other side of every forceful triumph. This will not seem too fanciful, I think, to those who are familiar with the main spirit of the story in the second half of the *Aeneid*, with its recurring contrast between the peaceful, merciful, humane Aeneas and the weak and overbearing personalities, whether of gods or men, who break with tragic violence the course of the hero's duty.

Let us now take a group of passages which have one thing in common—namely, that Vergil seems to halt between two or more opinions. In all of them I cannot help thinking that his real opinion is discernible, notwithstanding the hesitation, and that the real object of the hesitation was to enlist the reader's sympathy on that side better than could be done by any direct or dogmatic assertion. The first of these is in the Fifth Book of the *Aeneid*. When Aeneas is offering sacrifice at the tomb of his father Anchises, he is cheered by a special portent; a snake appears from under the altar, which is also the tomb, and, encircling the altar, devours the offerings upon it, and then retires whence it had come, doing no harm to any one. Now why is this incident brought in? Clearly, says the reader who knows

anything of Greek customs, because the connexion of snakes with tombs was an ancient Greek tradition, continually represented in Greek sculpture; and the emblem is commonly interpreted by modern scholars as at all events connected with some belief in an after-life. We need hardly stop to remember the physical origin of this belief; the dryness of the shelter which the tombs afforded was probably as congenial to a snake at Athens as on the Cotswolds or the Quantocks to-day, to say nothing of the offerings of food. But this is not the point. The point is, what did Aeneas think? Aeneas hesitates (l. 95)—

Incertus, geniumne loci famulumne parentis
Esse putet.

He does not know "whether the snake is the genius of the place"—that is to say, is itself the embodiment of his father's spirit (this being of course the popular belief)—or whether it is only "some attendant spirit that waits upon his father" in the Under-world. Surely, when the question is once asked, it is quite clear what Vergil meant, and what he did not say. He meant to suggest a less gross and more human interpretation of the snake at the tomb, but he is so tenderly considerate of the ancient superstition that he will not put his criticism of it in any more positive form. This passage in itself is of no great importance; but it is typical of Vergil's method of suggesting, rather than explicitly teaching, what he wished his readers to believe.

Now take a rather larger class of examples. I do not know whether the conception of fate or providence in Vergil has been recently or ever examined as it appears in two or three crises of the story of the *Aeneid*. There is a remarkable hesitation between two theories of causation. Vergil seems to assign the same event both to what we commonly call a natural human cause and in the same breath to some supernatural decree of the fates or the gods. A very simple case is in the climax of the Eleventh Book.

Turnus has laid an ambush for Aeneas, which would have been fatal; but Aeneas is saved from destruction by a sudden change of mind in Turnus, due to, or at all events occasioned by, the bad news of the death of his ally Camilla. "Turnus," we read (XI. 901), "distracted by the tidings—and such was the will of Jove—broke up the ambush he had laid."

Ille furens—et saeva Iouis sic numina poscunt—
Deserit obsessos colles.

The conjunction here is noteworthy. In any less subtle writer we should have expected "for," not "and." Vergil prefers to leave the natural, psychological cause side by side with the divine one, so as to refrain from representing the human cause as a merely mechanical consequence.

Exactly the same parallelism appears at the crisis in the Second Book, when Laocoon's spear has struck the wooden horse and caused a clashing of the armour of the warriors inside, a clashing loud enough to be called a "groan" (*Insonuere cauae gemitumque dedere caavernae*). One can almost hear it now; why did not the Trojans hear it? "Because," says Vergil, "the fates of heaven and their own minds were both perverse" (*si fata deum, si mens non laeua fuisset*—II. 54). Why does he not stop at *fata*? Surely because he wishes to suggest that the cause of the fall of Troy was the Trojans' own cowardice,¹ which lead them first to leave Laocoon to perish unaided, and then to see in his death the sign, not of their own wrong-doing, but of his. So it came about that they opened their gates to the destruction from which their nobler fellow-citizen would have saved them, if they had saved him. This aspect of the famous story will no doubt seem strange at first, but I think that any one who will read Vergil's account, keeping in his mind the possibility of such a rational, critical attitude on the part of the poet towards the old tradition, will be gradually convinced that the possibility is really a fact. And yet Vergil has contented

¹ The panic of the crowd at the appearance of the serpent is vividly described (*ib.* II. 200, 212, 228, 244)

himself with so gentle a suggestion of this feeling that it is quite possible for us to read the narrative without being conscious of anything more than the dramatic sympathy with which Vergil presents the tragedy. The same is true in two other passages: the alighting of the doves on the golden bough (VI. 190 and 193) is ascribed first to chance and then to the intervention of Venus; and the happy thought of Aeneas to attack the city of the Latins is ascribed first to Venus, and secondly to the sudden sight of the town lying stretched in the sunshine before him (XII. 554 and 560).¹ I believe that in all these cases Vergil's ambiguity is deliberate. If I were to put into words a question which he is willing that his readers should ask, I think it would be this: Are the two alternatives really as distinct as you suppose? Is the notion of human or natural causation really inconsistent with the intervening, co-working influence of the Power behind the veil?

The next example is one of larger scope, and is suggested by a saying ascribed to Macaulay. After reading the Fourth Book of the *Aeneid*, he exclaimed to a friend, "Can you stand this? Is not Aeneas a poltroon?" One may search in vain for any justification of this epithet through all the speeches of Aeneas in that Book and all his action after he receives the command to go. Every word and movement is full of sorrow for himself, of pity and consideration for Dido, limited only by obedience to his divine commission. What is it, then, that produced the feeling to which Macaulay has given such blunt and inaccurate expression? Clearly, the whole situation; the demands made by an imperial duty not merely for the sacrifice of personal happiness, but for the wreck of a great woman's life. Macaulay was assuredly not alone in being moved by indignant pity; he is, perhaps,

¹ I am reminded by my colleague, Mr. Gilbert Norwood, of an even more explicit example in the famous question of Nisus (IX. 184):—

Dine hunc ardorem mentibus addunt,
Euryale, an sua cuique deus fit dira cupido?

alone in regarding as a reproach to a great artist the very first feeling which that artist's work awakens. Is it wise to assume that the artist's own intention had no share in the result? Let Dido's appeal to Aeneas, or even its last four lines, teach us more truly what Vergil felt:—

*Saltem si qua mihi de te suscepta fuisset
Ante fugam suboles, si quis mihi paruolus aula
Luderet Aeneas, qui te tamen ore referret,
Non equidem omnino capta ac deserta uiderer.*

Ah, but if first, ere thou had'st fled, one ray
Of gentler hope had dawned, if in this court
A baby child of ours had danced and smiled,
Smiling his far-off father back again,
Ah then, methinks, I were not, as I am,
Utterly, utterly betrayed, undone.

Was this, I wonder, one of the passages in Lord Curzon's mind when he wrote the beautiful and touching letter read yesterday? It may at least be said that no one knows the meaning of these lines till he has passed through some one of the darker shadows of human existence. And shall we believe that the poet who conceived this appeal had nothing but the conventional approval for the conventional view of such a drama? Rather we must hear in the slow, mournful syllables of the tragic half-line which is Aeneas's last word—

Italiam non sponte sequor

—an echo of the sorrow of men like Agrippa, condemned by imperial policy to destroy their dearest ties. The truth, whose weight Macaulay felt but could not understand, is this: that Vergil's whole story of Dido is a poetic but profound protest against the ancient, and not merely ancient, conception of such tragedies as a normal part of life.

The last point which time allows us to consider is one in which Vergil's feeling has exercised quite an enormous influence on human thought; but through the delicate, evasive colour of his teaching it has never been realised that the influence was Vergil's at all. It is one of the most

important—perhaps the most important—of all Vergil's contributions to the ethics of Christendom. And yet the passage to which I must especially refer is the one in all his writings which is read with most surprise, not to say amazement, by modern students. Put in the form of a question, what I wish to consider is this: What did Vergil mean by deifying Augustus?

To begin with, Vergil was not alone in doing so; but let us compare his manner of doing it with that of other poets under the Empire. We need not stop to quote the abominable use to which the fashion was applied by such a court-parasite as Martial—*non rationam di lor*. But when we find Propertius using the word *deus* as a synonym for Augustus (*lacrimas uidimus ire deo*), we feel at once that there is no parallel to this in Vergil, even in his earliest Eclogue. Even in Horace, whose picture of Augustus drinking nectar at the celestial table is at least not lacking in dignity, we still hear a strain different from Vergil's. The first appearance¹ of Octavian as divine in Vergil is when he has given peace in place of ruin to the Mantuan farmer (*deus nobis haec otia fecit*). At the end of the First Georgic² the courts of heaven are said to envy earth her possession of such a hero—but why? Because he is to save Rome and the world from utter overthrow (*everso saeclo*)—as of course he did. And so through all the *Aeneid*, wherever Augustus is made divine, it is because he is saving mankind from the horrors of the anarchic century that was ended by the battle of Actium. The two ideas are inseparably linked; whenever Augustus puts on the robes of a god, it is to do hard work for men.

Yet there is one well-known passage that seems an exception to this rule, a passage in which the deification takes a poetic form repellent to the modern reader. In the exordium of the *Georgics*³ Augustus is invited not merely to become a god, but to choose for himself some particular type of deity—a ludicrous combination, according to our

¹ Ecl. i. 6.² I. 500-3.³ I. 24-42.

modern commentators, of polytheism, anthropomorphism, and the grossest court flattery. As usual, those who condemn most loudly have understood least; some of them, who have been especially merry over Vergil's astronomy, might at least have waited to read the ancient commentaries, in which they would have found enlightenment. What is Vergil's question? He asks, apparently, over which realm of nature Caesar is to reign, the earth (which includes both land and men), the ocean, the stars, or, finally, the world of the dead. The last suggestion the poet seems to withdraw as soon as it is made, and yet to withdraw with reluctance, in one of the most complex sentences that ever baffled a schoolboy, and his teachers (ll. 36-42):—

*Quidquid eris,—nam te nec sperant Tartara regem
nec tibi regnandi ueniat tam dira cupido,
quamuis Elysios miretur Graecia campos
nec repetita sequi curet Proserpina matrem—
da facilem cursum atque audacibus adnue coeptis
ignarosque uiae mecum miseratus agrestis
ingredere et uotis iam nunc adsuesce uocari.*

What does this mean? Can we not all remember the perplexity with which we first gazed upon this parenthesis within a parenthesis? For what conceivable reason does Vergil dwell on the attractions of an alternative which he has admitted to be inappropriate, and which to us seems merely absurd? And what have Greece and Proserpine to do with a Roman emperor?

The key to all this lies, I believe, in the concluding lines. Augustus is to decide upon the sphere first proposed to him; he is to be a god of earth—to what end? To help Vergil in his great task of reviving country life in Italy; in other words, the influence and encouragement on which the poet relies are to be devoted to a poem on agriculture. The hesitation that Vergil felt is as to the subject of the poem for which he is to seek the Emperor's approval. Shall he write of agriculture, like Varro? Of the growth of civilisation, like Lucretius? Of geography and

ocean, exploration, like Strabo? Of astronomy, like Aratus, Manilius, Hyginus? Or of the mysteries of creation and the after-life, as he had done already in the *Song of Silenus*, as he was now doing in a part of the Fourth Georgic, as Dido's poet does at Carthage, as Vergil dreamed already of doing, as the crown of his life's work, in some majestic vision like the Sixth Book of the *Aeneid*, in which all the lore of Greek philosophy and all the wealth of Greek fancy were to be blended with the deep patriotism and the deeper humanity of the greatest poet of Italy?

This interpretation of the close of the passage seems to me hardly to admit of doubt, and it carries the rest. This passage, therefore, is not an exception, but an example of the principle for which I am pleading. The deification of Augustus is not a degradation of humanity; it is an exaltation of the conception of what a god ought to be.

"Poor pagan Vergil," sigh our Christian commentators; "he could not help yielding to the superstition of his day." Have those who thus teach considered sufficiently the meaning of the word *deus*? Have they asked, what were the personalities among whom it enrolled Augustus? Between the Latin *deus* and the English *God* stretches a gulf of nineteen centuries of Christian teaching. Auguste Comte himself could find no better weapon to wield against all that he counted superstition than the worship of great men who had served mankind. So far from having done any disservice to humanity by deifying Augustus in the definite sense of a supreme human benefactor, Vergil's implicit picture of what a god ought to be was one of the greatest steps by which mankind was lifted towards that divine ideal of manhood which began to be unfolded only nineteen years after Vergil's heart had ceased to beat.

A vote of thanks to the lecturer was proposed in a short speech by Professor J. W. MACKAIL and carried with applause.

At 10.15 a.m. the Association met in the Reading Room of the University. About one hundred and twenty members were present. On the motion of the Rev. Dr. A. C. HEADLAM, Mr. S. H. BUTCHER (Vice-President) took the Chair.

On the motion of Mr. E. HARRISON (Honorary Secretary) the minutes of the last meeting, which had already been printed in the last volume of *Proceedings*, were taken as read and confirmed.

Professor E. A. SONNENSCHIN (Honorary Secretary) moved the adoption of the report of the Council for 1906, which he read, adding that a financial statement, or balance-sheet, would be circulated early next year :—

“In presenting its report to the General Meeting in Manchester, the Council desires to express its satisfaction with the progress of the Association’s work and the increase in the number of members. At the end of 1905 the membership of the society stood at 1,050; it now stands at about 1,140, and new names are constantly coming in.

“The Council records with deep regret that the Right Hon. Lord Curzon of Kedleston is unable, owing to his recent bereavement, to undertake the duties of President at the Manchester meeting, and expresses its gratitude to the Right Hon. the Master of the Rolls and the Hon. Mr. Justice Kennedy for consenting at short notice to take part in the meeting.

“Local Correspondents have been appointed for Aberystwyth (Professor J. W. Marshall), Bangor (Professor T. Hudson Williams), Belfast (Professor S. Dill), Brighton (Mr. A. H. Belcher), Burma (Mr. F. R. Lee), Leeds (Professor W. Rhys Robert).

“The Council has observed with special pleasure the activity with which the work of the Association is being prosecuted by the Manchester Local Branch. The more recently established Birmingham Local Branch is also making preparations for its first session of active work.

“A Committee of the Council (Messrs. Cookson, Harrison,

and Postgate) has been appointed to bring the Association under the notice of honours students of classics who are about to leave the Universities.

“The Incorporated Association of Assistant Masters in Secondary Schools, in co-operation with the Modern Language Association, has invited the Classical Association to a joint conference, and the Council has appointed the following members of the Curricula Committee to represent the Classical Association,—Mr. Cookson, Mr. Mansfield, Mr. Pantin, Dr. Rouse, Professor Sonnenschein, and Mrs. Verrall.

“An invitation having been also received from the Modern Language Association to consider questions of interest to both Associations, the Council has appointed as its representatives Mr. Mansfield, Dr. Rouse, and Professor Sonnenschein.

“The memorial to the Secretary of State for War has been presented in accordance with the resolution of the General Meeting on January 5th, 1906, but so far no answer has been received.

“In pursuance of the resolution passed at the last General Meeting, ‘That in the lower and middle form of boys’ public schools Greek should be taught only with a view to the intelligent reading of Greek authors,’ the Council recommends that a memorial be addressed by the Association to head masters of schools inviting their co-operation in the proposed reform.

“In pursuance of the resolution passed at the same General Meeting, ‘That the Association petition the Universities of Oxford and Cambridge to take into consideration the abolition of the separate Greek grammar paper at Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation,’ the Council reports that such petitions have been addressed to the Hebdomadal Council of the University of Oxford and to the Council of the University of Cambridge, and that it has reason to hope that the Universities are taking the petitions into favourable consideration.

"The report of the Finance Committee for the year 1906 (still running) will be presented at the next annual meeting. Meanwhile, it will be satisfactory to members to know that the Association has a balance at the banker's. At the same time an increased membership is desirable if the Association is to extend its usefulness.

"The Council presents herewith the report of the Pronunciation Committee appointed on March 18th, 1905, in accordance with the resolution of the General Meeting held in London on January 7th, 1905, 'That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland. That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.'"

The report was adopted unanimously.

The CHAIRMAN then called upon the Vice-Chancellor of the University of Manchester to propose a name for the office of President for 1907.

The VICE-CHANCELLOR.—I could wish that this resolution had been put into the hands of one of those gentlemen who take a more active part in the Association than I can ever have time for; but I am quite sure of this, that I can speak with the utmost heartiness, as it is proposed that Mr. Butcher be elected as President. I know no words of mine are necessary, and I know that whatever I say will be short of what you wish me to say on the subject. I think we may be certain that in our President, in the gentleman whose name I have proposed, we shall have one, I will not say who will have *tact* in conducting the business of the Association—I never like to use that word, because it suggests management—but we shall certainly have one

who has the power of putting a thing definitely before him, and knowing exactly what he would like, and at the same time having the fullest sympathy for and appreciation of the views of others. It is a fortunate circumstance that we should have in our President the representative in Parliament of one of our older Universities. I am quite sure that this resolution will be unanimous, and have your most hearty support. Before I sit down I would just express, on behalf of those who are interested in education in Manchester, how much we appreciate the visit of the Classical Association to our city. It has, I am certain, done very great good to the cause of education, and it has taken a part in promoting education on the right lines. We in Lancashire most heartily thank the Classical Association for its visit, and I should like to say that I believe it has done exceptional good to the cause we have so much at heart.

I beg to move that Mr. S. H. Butcher, Member of Parliament for the University of Cambridge, be elected President for next year.

Professor W. RIDGEWAY.—I beg to second the proposal that has been made by the Vice-Chancellor. It needs no words of mine to express the real value of having such a man as Professor Butcher as head of the Classical Association for the coming year. In this country we very often have a figure-head who is only a figure-head—that is, fine to look at, but nothing much besides. In this case we are going to have a figure-head in the proper sense of the word. We shall have a man distinguished in his whole career by his breadth of view and his loftiness of tone. His position in the House of Commons will be of great value to the Association and to the general promotion of education in this country. You have a man of distinguished position, and a man who is at the same time a great scholar and a great enthusiast, not only for classical studies, but for all that is best in literature. With a man like that at the head of the Association, we may be confident of its future success; and it is only just now that people are

beginning to wake up to the fact that this Association is putting the classics in their proper place in the view of the educated people of this country.

The motion was carried unanimously.

Mr. BUTCHER.—I can only express to you in the fewest words my gratitude to you for the generous speeches you have just heard, and for the great honour you have done me in making me your President for the coming year. I have some doubt whether this Association, still young, should not have found a more ornamental figure-head, somebody better known throughout the country and in public life; all I can promise you is that I will try to do my part as a sort of Labour Member in the kingdom of classics.

Professor J. W. MACKAIL.—I move that the present Vice-Presidents be continued in office for next year—their names are familiar to older members of the Association; that to their number be added Lord Curzon, who unfortunately will cease to be our President before we have enjoyed more than the mere shadow of his name, and whom we desire to retain as one of our governing body; Canon Hicks, the distinguished President of the Manchester Branch; and Professor Conway, who retired from the Council some time ago, and who has been so instrumental in bringing about the brilliant success of this meeting. I further have to move that the present Secretaries be re-elected for next year, and that on the resignation of Dr. Kenyon (a resignation which his colleagues all deplore) the Council be empowered to make such arrangements for the Treasurership as will be convenient.

The election and re-election of Vice-Presidents and Secretaries were seconded by Dr. F. G. KENYON, and the motion respecting the Treasurership by Professor J. P. POSTGATE, who said:

“I should like to express our sense of the very great obligations which we are under to Dr. Kenyon, whose retirement from the office of Honorary Treasurer we all

deplorable. I am sure, from my own experience when I was Honorary Secretary, that it would be impossible for any one to discharge the duties in a more complete manner."

The motions were carried unanimously.

For the five vacant places on the Council the following were nominated—the Rev. and Hon. E. Lyttelton, the Master of Peterhouse (Dr. A. W. Ward), Mr. T. E. Page, Miss J. F. Dove, Dr. F. G. Kenyon. Another nomination, of which notice had been given, was withdrawn.

Professor CONWAY.—I wish to make one remark for which later on, I think, the Association will be grateful. I had hoped that it would perhaps be possible among the names suggested for membership of the Council to include a member of our own Manchester Branch, whose name is well known to Greek scholars as the editor of the *Phaedo*. I should not dream of questioning the wisdom of the nominations prepared by the Council, even if the very great and unexpected honour they have done to me did not seal my lips; but I still hope that the time will soon come when the Association will have an opportunity of electing to the Council my brilliant friend and colleague, Mr. Harold Williamson, the indefatigable Treasurer of the Manchester Branch, and the author of two of the most important articles in *Melandra Castle*. It is not too much to say that he has really been the brains of our committee; his insight and sound judgment have determined our decision on every important proposal.

Mr. BUTCHER.—It is perhaps right that I should explain that the Council were deeply sensible of the importance of the work done by the Manchester Branch, and felt a very strong desire to show some recognition of the services rendered by this Branch to the Association as a whole. For the present year they thought it wise to recommend that Canon Hicks and Professor Conway should hold office as Vice-Presidents, thus ensuring that whenever they could

attend the meetings of Council, the Council should have the benefit of their advice.

The five candidates named above were then elected unanimously.

The CHAIRMAN.—We must now fix the place and date of the next General Meeting.

Mr. HARRISON.—In the name of the Cambridge members of the Council, and, I believe, in the name of the Cambridge members of the Association, I have great pleasure in proposing that the next General Meeting of the Association take place at Cambridge on Friday and Saturday, October 18th and 19th, next year.

The motion was seconded by the Rev. Dr. A. C. HEADLAM, and carried unanimously.

The CHAIRMAN.—The next item on the paper is the most important business of the day. It is the report¹ of the Pronunciation Committee, and I would formally move the resolution which you will find in the report :

“That the Classical Association recommends for adoption the changes of Latin pronunciation approved by the Pronunciation Committee, and by the Philological Societies of Oxford and Cambridge.”

The Pronunciation Report arises, as you will remember, out of a resolution carried in January, 1905 :

“That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland.

“That the same Committee be empowered, if they

¹ The report is printed on pp. 68-78,

deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption."

Our Committee (whose names are mentioned in the report) are, I think, truly representative both of the Universities and of the schools of the country. We have held conferences with the Philological Societies of Oxford and Cambridge, and these societies concur in recommending a scheme of pronunciation which is almost verbally identical with that which the Committee now place before you. Further, we have, in accordance with our instructions, conferred with the Classical Association of Scotland. They have carried a similar scheme to our own, but have deferred their final acceptance of it in detail till they have heard what action we propose to take. I will presently ask Dr. Heard to tell the meeting what has been done in Scotland. We have gone forward gradually, feeling our way, making good our ground as we went; and the result is, we have a prospect of co-operation and agreement in promoting a uniform pronunciation such as has never yet been known in England. The resolution about to be submitted to you relates, you will observe, to Latin pronunciation only. For the convenience of the Association, we have, indeed, put forward a draft scheme for the pronunciation of Greek also; but we do not ask you to vote on it to-day. If you now adopt our proposal for the pronunciation of Latin, what I would suggest is that you should at the same time give an instruction to the Council to bring up at the next General Meeting a scheme of Greek pronunciation; and meanwhile, any criticisms that occur to members of the Association on the draft scheme for Greek now before you will be fully considered before the Committee submit a further report. As our time to-day is very limited, I think it will be best for practical purposes to restrict ourselves entirely to the discussion of the Latin scheme.

In considering a reform of our pronunciation there are, of

course, two distinct questions. One is, what is the true phonetic value of the sounds? That is a question of science—of philological science. The other is, how far shall we attempt to reproduce these sounds in teaching and learning? That is a question of practice; we must aim at what is feasible in schools and Universities. Now, the Committee recommend a pronunciation which shall approximate in a high degree to what is known to be the true value of the sounds. They do not, however, attempt to aim at perfect scientific accuracy, or absolute precision in detail. The niceties and subtleties of pronunciation are not, in their opinion, fitted for school teaching. In practice we must be content with what is approximately right. The Committee have gone as far as they thought possible in reconciling the claims of science and of practice. In their scheme, therefore, they distinguish between points which they consider to be primary and those which they regard as secondary; they would lay stress on the essentials. There are, as everybody knows, many difficult and controversial questions touching Latin pronunciation. These they have set aside. I received this year a letter from a distinguished classical professor at Harvard, and his warning is, in my opinion, of great importance. He says there is a party in America who insist that it was a mistake to give up the English pronunciation. It is a reaction against the excessive demands sometimes made by learned scholars, demands which are too rigorous for human infirmity. Though he has no sympathy with their main contention, "I adjure you," he says, "to be very slow in adopting in schools the teaching of 'hidden quantity.' It has been a curse to us in this country. It is just the sort of thing that half-educated teachers seize upon with avidity, and it adds a serious burden to a boy's work. Of course, every real scholar knows that there are extremely few things which we really *know* about 'hidden quantities,' the great mass of what the books tell being theory, and constantly shifting. I could enlarge on this, but I spare you." I, too, will spare the Association, having added my word of warning,

Our hope is that members of the Association will do their utmost to promote accurate and uniform pronunciation. Absolute uniformity is beyond the range of what is possible. But we present a scheme which in essentials we are convinced is correct. If not perfect, it offers a standard pronunciation to which teachers and pupils should attempt to conform. If adopted, it will effect an entire revolution in the barbarous pronunciation which now prevails. One need not go into the many arguments in favour of this reform. They are recapitulated in the preamble to the report. I would only remind you that the English pronunciation is not merely inaccurate ; it is ludicrously incorrect and unscientific. It is, moreover, purely insular. Besides, it is confined to one of the countries which form the United Kingdom. Scotland, Ireland, and Wales differ widely from England, which stands alone in the civilised world in being wholly wrong. Further, the Association is aware that some reform has been carried out already in this country ; but the number of schools affected by it is comparatively small, and a reform so partial and incomplete has merely heightened the general confusion. A Babel of dialects is spoken in the schools, and an unfortunate boy, in passing from his preparatory school to his secondary school, and then to the University, often passes through different zones of pronunciation, and comes out utterly perplexed as to what is right and what is wrong.

The reformed pronunciation is said to be laborious ; but those who have made the experiment assure us that the labour required to be spent on it is not greater than that of learning to pronounce wrongly from the outset. This is not mere theory. We have solid experience on our side. And the gains are great. A true pronunciation links together speech and writing, language and literature, in a way that makes the pupil feel that the ancient language was once a spoken tongue, with laws of its own. Classical literature then becomes less remote from life ; it is seen to be a natural expression of thought. Again, a true pronunciation links together the ancient and the modern world ; it brings out

the relation between Latin and the Romance languages, and simplifies the learning of almost all modern languages. "Any one," says Professor Skeat, "who has once learnt the true sound of the Latin symbols, has the true clue to the history of nearly every language in Europe." The reform, therefore, appeals to the historical as well as to the literary sense.

In dealing with Greek pronunciation we must proceed more cautiously. It is a far more delicate and difficult problem than the pronunciation of Latin. I doubt if we can attempt to reproduce the old musical intonation of the Greek accents; but we may well try to reform the pronunciation of the vowels and of the more important consonants. The aspirates ϕ and θ , on the other hand, present serious difficulties. To aim at a pedantically accurate reproduction of these sounds would probably defeat the object we have at heart. But I will not forestall our final report. I would only add that all suggestions will receive the best attention of the Committee.

I will now ask Mr. Rushbrooke to second the resolution.

MR. W. G. RUSHBROOKE.—My only title to second this motion is that I have been in the habit of teaching the restored pronunciation of Latin for many years; and I embrace the opportunity of speaking because it enables me to pay a public, or semi-public, tribute to my own head master, Dr. Abbott, who six-and-thirty years ago introduced the reformed pronunciation in the City of London School. There is a special appropriateness in referring to Dr. Abbott—a pioneer in so many fields—before a conference in which two of his old pupils, Professor Conway and Professor Rhys Roberts, are taking a prominent part, and in a city where another of his old pupils, Mr. C. E. Montague, is so distinguished an ornament to its daily journalism. And these will be prepared to witness that, at least at the City of London School—in spite of the amazing utterance of Dr. Welldon last night—the restored pronunciation of Latin constituted no obstacle to its acquisition. Hence, when St. Olave's was entrusted to me in 1893, it was natural for me to introduce the system with the successful working

of which I had been so long familiar. Nor did I find any difficulty with boys or with parents or with colleagues. The real difficulty in the introduction or the carrying on of the restored pronunciation, when any difficulty exists, lies in the inertia of the head master; and how great that inertia can be was illustrated in the speech of the late head master of Harrow, for which he very properly claimed the epithet of "provocative." It is, perhaps, worth adding that during the last two or three years the restored pronunciation of the vowels in Greek has been in use at St. Olave's; but I believe that more than this has been done, and for a longer period, by that distinguished scholar and eager pioneer in educational experiment, Dr. Rouse of Cambridge.

I have here with me a few statistics concerning the schools that are using the restored pronunciation. An inquiry addressed by the Assistant Masters' Association last year to some one hundred and four schools elicited the fact that no less than thirty-four regularly employ the restored pronunciation; ten employ both styles, the old and the new; while the majority of the staff in twenty-three out of the sixty that at present employ the English pronunciation are in favour of reform. In some cases it was definitely stated that they were restrained from reform by the reluctance of the head masters. In all girls' schools the reformed pronunciation is believed to be in use. The great public schools are hard to move, and the preparatory schools are consequently at present bound to the English method; but seeing that so large a number out of the total of one hundred and four to whom the inquiry was addressed use the reformed pronunciation already, there appears to be ground for believing that the movement for reform may soon be brought to a successful issue.

Professor POSTGATE.—I do not think after what other speakers have said about the remarks of the Dean of Manchester that I need deal as fully with his heresies as I might otherwise have done. In this matter I care

nothing for the ideally accurate; the one thing I care about is the truth so far as we can get it in practice.

There are two grounds in particular upon which I would recommend the resolution to the meeting to-day. The first is that by doing away with the hideous confusion which obtains at present it will lighten the labour of teaching the classics by insuring that the teacher will be intelligible to the whole of his class. The second is that it will sensibly increase our appreciation of the living value of ancient Latin authors. Let me illustrate first by an example taken from a modern classic. When Falstaff, in a famous phrase from the *First Part of King Henry the Fourth*, says, "If *reasons* were as plentiful as blackberries, I would give no man a reason on compulsion," how much do we lose if we do not remember that in Shakespeare's time *reason* was pronounced with the vowel with which we now hear it pronounced in the sister isle, not differing in sound from *raisin*? Let me next take an illustration from a Latin dramatist. In Plautus's *Menaechmi*, 656, one of the characters says to another, "Do you want an owl brought to be always saying *tu tu*?" What does a pupil think of this if he is taught to pronounce this *tew tew*? Knowing that owls say *too too*, and not *tew tew*, and thus being unable to see the owl in the context, he will, I imagine, find it in the author or the teacher.

I should be very sorry if it were supposed that we were going to impose the scheme upon an unwilling public in schools or elsewhere rigorously and in all its details. The scheme has been considered, as you know, by the two Philological Societies of Oxford and Cambridge, consisting chiefly of resident teachers. They not only approve of it, but are now adopting it. It is adopted in Cambridge. I have here a long list of supporters which has been circulated on behalf of the Cambridge Society, which includes all but the whole of the teachers of the classical languages in that University. At Oxford, which I am glad to see is represented here to-day by my friend

Professor Robinson Ellis, who has attended this meeting at much personal inconvenience, the feeling is strongly in favour of adopting this scheme practically. I lay stress upon this part of the question because of the past discord. An attempt which was made some twenty years ago to introduce the new pronunciation into general use was reckoned to have a very fair chance of success, but it proved a failure simply through want of unanimity. I do hope that we shall not destroy our chance of unanimously carrying this reform by controversies over points of detail, for which, indeed, there is not time to-day. We can consistently leave those who are more competent to deal with the difficult points. I therefore trust that members who may not be quite satisfied with this resolution will pause before opposing a scheme which comes to them with the agreement of two important bodies, the teachers of Oxford and Cambridge.

Dr. W. A. HEARD.—I am afraid the communications between the Scottish Committee and the English Committee have been somewhat intermittent and informal, but it was felt desirable under the circumstances of the case that somebody should attend your meeting to-day and give any information that you might desire to have. I am extremely sorry that Professor Hardie, who is the Chairman of our Committee, was detained by University business, and that I had, almost at the last moment, to take his place.

The movement in Scotland has really been altogether a practical one. It is not there a question merely of pronunciation, but is a part of the whole question of the teaching of the classics. I think it has been felt very strongly that classics have suffered very much in Scotland, as they certainly have in England, from forgetting that language was intended to be uttered and spoken, not merely read by the eye; and in Scotland, where, with the exception of one or two schools, there is no training in versification, I am sorry to say that the respect for quantity has fallen rather short of what it should be. The movement, however,

for the introduction of reformed pronunciation is part of the whole method of teaching of classics there, and it is a practical question which has been dealt with very largely in direct communication with schools. Our committee first of all drew up a draft of recommendations, and they then despatched this to all the schools in Scotland where there is classical teaching going on, without paying any attention to the question whether the staff of these schools was represented on the Association or not. They were subsequently asked to communicate with us in writing, and give their opinions about any particular details, and about the possibilities of the whole scheme. We did not appeal only to head masters, but to all the masters who were engaged in classical teaching. We got a good deal of information through this method, and we have had at all the meetings of the Association an interest in the scheme that promises well for success. In fact, I have no doubt that we shall arrive at what we were very desirous of getting—a complete uniformity throughout Scotland. We have, over and above the schools, the co-operation of the professors of the four Universities. In addition to that the Scottish Education Department has intimated to the Committee that they are at one with us about the desired reform, and that the influence of the Department will be used to get this scheme carried through. I should say, however, that the difficulty is not so great as it is in the south, as the method of pronunciation in Scotland has been all along less insular; and although certain changes will have to be made, the effort required is not so great as in the south. I remember very well the pronunciation of Latin in the south, where I was educated at a school to which I owe the very deepest obligation; but I am bound to say their pronunciation of Latin I have not unwillingly been called upon to leave behind me. I think that this scheme is very desirable in every respect, and I believe it is very much easier to carry out than people would suppose. I really do not think there would be any great difficulty about it. I quite agree that

the difficulty is not in the boys and not in the parents. I will not say where the difficulty lies, but I am sure it is not insurmountable, and I think the testimony is very strong to the advantages of the reformed over the English pronunciation. It is an admitted thing that the improvement in the understanding of Latin has been quite enough to compensate for the labour in acquiring the change. There are two points of difference in our Scotch syllabus I should like to mention—the pronunciation of *æ* and the pronunciation of *v*—as to which we speak with more reserve.

Professor SONNENSCHIEIN communicated part of a letter from Miss M. C. DAWES, which had the support of Mrs. A. S. Lewis, LL.D., D.D., and Mrs. M. D. Gibson, LL.D., D.D., as follows:—

“Whilst the imperative need of a uniform scheme of pronunciation is beyond question, and it is quite evident that the old basis of English custom has broken down, I submit—agreeing that the starting-point should be the ancient pronunciation itself—that a more satisfactory reform would be found in the contemporary pronunciation of Italian than in a pronunciation resulting from philological research, whether more or whether less approximate to the ancient pronunciation. I wish to note especially that the basis would still be the ancient pronunciation, but to maintain as regards the question of accuracy that the advantages accruing from a traditional and national pronunciation outweigh those of a scientific pronunciation, even though, as in the case of Latin, the latter may for certain sounds give a more accurate rendering of the ancient pronunciation. This is not the place to discuss how much or how little the contemporary pronunciation of Italian may differ from the ancient pronunciation of Latin; but granted that sounds such as those of the consonants *c* and *s* were not pronounced in Latin as they are now in Italian, and that, as pointed out by Dr. Sandys at the meeting of 1905, the peculiar method of dealing with *c* and *g* before *e* and *i* is one of the objections to the Italian pronunciation, yet I contend

that for all practical purposes of teaching, studying, and speaking languages a pronunciation which is in contemporary use is to be preferred to one which is not. If Latin be learnt for the purposes of study exclusively, it still remains a fact that the more it can be taught as a living language the more easily and the more thoroughly will it be mastered, and its spirit grasped in a way it never can be if it is learnt as a dead language; and hence a theoretical pronunciation, which is necessarily artificial, and as such at once introduces an element of unreality, is an undeniable impediment to the object in view. Nor is the purely utilitarian aspect of the question to be despised in these cosmopolitan days of general intercourse, travel, and commerce; it has been amply and of recent years in frequent instances emphasised by personal experience—*e.g.* by examples quoted at the General Meeting of this Association in 1905 by Sir E. Maunde Thompson and Dr. Sandys. In considering more especially the question of ease of acquirement, I would maintain that the only way to ‘avoid placing any unnecessary difficulty in the way of beginners’ is to adopt such a pronunciation as alone can impart the breath of life to the so-called ‘dead’ languages, and that is a living pronunciation, which in the case of Latin is that of one of its direct descendants.”

The CHAIRMAN.—Does any one propose formally, as an amendment, that the pronunciation of Italian be adopted?

No such amendment was proposed.

The Rev. L. G. B. J. FORD.—I did not come to speak, but to learn, and perhaps I may make a confession of failure in the past to appreciate the advantages of the new pronunciation. I was not absolutely convinced until to-day. I am convinced now, and I am going back to try and convert my colleagues. The restored pronunciation is, we believe, the right pronunciation, and I shall do my best to secure its adoption in my own school.

Mr. W. G. WILLIAMS.—With regard to the report that has been circulated, I should be very sorry to imply for a

moment that we do not know Italian. There is only one member of the Association who is not familiar with the pronunciation of Italian, and that is myself. This report, however, must go largely beyond the limits of the Association, and I wish to suggest that it be explained more lucidly and more intelligibly, for the good of the cause.

Mr. W. W. VAUGHAN.—I should like to have permission to speak of my own experience as regards the difficulties of getting this new pronunciation adopted. At the school where I was as a boy one master insisted upon this new pronunciation. At first it seemed strange, but any difficulty very soon disappeared, and we forgot after a few weeks that we had ever pronounced Latin in any other way. It was only in his form that it was taught, and the boys when they left it very soon relapsed into the old ways; but some of them certainly never forgot the pleasanter sounds with which they had been familiar for a brief period. Afterwards, at another school where I was as a master for many years, we tried this new pronunciation, but it was given up. The reason was not because the boys found it difficult, but because certain of the staff, who preferred to hear the line—

Jane biceps, anni tacite labentis origo,

to what it would be in the new pronunciation, offered obstinate opposition. It is not worth while for a head master to fight beyond a certain point, and the fight, I am sorry to say, was given up. The people who must be converted before this reform can be carried are not the boys, not even the head masters, but the assistant masters, in many cases members of the Classical Association.

Mr. A. E. BERNAYS.—The report of the Classical Association says that the double consonants are to be separately pronounced—one in one syllable and the other in the other. That shows very well the care with which our Committee has gone into the matter. As one who has had the opportunity of reading through the answers to the questions sent out a few years ago by the Assistant Masters' Association,

I do feel most strongly that the chaos at present existing is greater than most people realise. There are no two schools in England, I believe, which pronounce Latin in the same way. To take one picturesque instance: at Winchester they pronounce *a* as *ah*, but all the other vowels are pronounced in the ordinary English way. With regard to the suggestion that we should adopt the Italian pronunciation, which is the pronunciation of the Roman Catholic Church, I have inquired of priests who have taken an interest in the matter, and they tell me that the introduction of the Italian *ch* for *c* is quite modern in England. It was introduced from Italy in the nineteenth century, and before that the English Roman Catholics had not used that pronunciation. If you go into a Roman Catholic Church in France you will find that the *c* is the *c* of France, and in Spain it is the *c* of Spain. I think that we should pass this resolution unanimously.

MR. H. CRADOCK-WATSON.—It is with some anxiety that I rise, seeing that head masters have already been labelled as sinners; but I feel that it is possible to suffer from too much unanimity, as it may lead to false impressions about the unanimity outside this meeting. I hope I shall not be misunderstood or looked upon entirely as a Philistine, because I for the moment disagree with the adoption of the pronunciation proposed; but I am meeting with many difficulties. For instance, to teach a boy that the pronunciation of *ae* is "*nearly as ai in Isaiah*," and of *oe* "*nearly as oi in boil*," seems to me a little vague. The same difficulty no doubt arises in modern language teaching, but here the language has to be spoken, and boys understand the necessity of mastering a difficult pronunciation. In the other case they are not likely to come in contact with an ancient Roman, and so they get neither the living example nor the same stimulus to correct pronunciation. This point, therefore, seems to me not quite practical, and the sound *ai* at any rate an ugly and difficult one, and I should like to hear more on this head.

I was also interested to hear what has been said about the pronunciation in the Roman Catholic Church and in Scotland, and one may be pardoned for saying there is not complete uniformity here. For myself, I am open to "conversion," and I should propose, as a practical measure, that this question of the new pronunciation be brought up at the next meeting of the Head Masters' Conference by some representatives of this Association who are also members of the Conference.

The CHAIRMAN.—It is the intention of the Council, if the general scheme is carried, to communicate with the Head Masters' Conference and other bodies of secondary teachers in the country. We recognise, of course, that we must carry the teachers with us, and we shall lose no time in making that communication.

Professor R. S. CONWAY.—I am sorry that my voice should be heard again to-day, but Mr. Cradock-Watson's bait is really too tempting. He asks why we should trouble to distinguish *ae* from *e*. Let me ask him whether a schoolboy doesn't generally distinguish fairly sharply between the notions, "I'll back out" and "I'll knock you down." If so, isn't it an advantage not to pronounce *cedam* and *caedam* as if they were the same word?

Mr. L. R. F. OLDERSHAW.—I should like to add testimony to the new pronunciation from a point of view which is seldom heard by the Classical Association. I have always hesitated to press it because I did not wish to give myself away. I am one of those who deal with boys after primary and secondary education have done with them, and may perhaps call myself a professor of tertiary education. I am, in short, a crammer. I am convinced that the restored pronunciation will enable boys to take a further interest in the classics. I feel sure that if this proposal is adopted throughout the country its value will be realised, as it will make pupils understand that Latin is a real language, and will stimulate them to understand it more thoroughly. I should like to urge its unanimous adoption by this meeting.

My experience has been that it is not at all difficult to teach even boys of seventeen, eighteen, and nineteen this new pronunciation in a very short time. I find some difficulty myself in mastering it completely, and my difficulty is very often my pupils' help, because, if one has no false shame, the endeavour to teach what is not always quite clear to one's self is a very stimulating thing to pupils. I therefore think I may be permitted to urge from my point of view the value of this teaching.

The CHAIRMAN.—The resolution is :—

“That the Classical Association recommends for adoption the changes of Latin pronunciation approved by the Pronunciation Committee, and by the Philological Societies of Oxford and Cambridge.”

This means that you express your approval of the report in its main recommendations; it is not intended to bind you rigorously to all its details.

The resolution was carried, with two dissentients.

The CHAIRMAN.—There is one other resolution, which Professor Sonnenschein will move.

Professor SONNENSCHIN.—The resolution which I have to propose arises out of that which has just been passed. Perhaps I may be allowed to say in introducing it that I have been for twenty-five years a supporter and practitioner of a reformed pronunciation of Latin—not exactly what is proposed in our syllabus, but something very like it. I have also had some experience in teaching a reformed pronunciation to my own children, and I should like to add my testimony as to the perfect ease with which a reformed pronunciation may be taught, provided that the ears of the learners have not been vitiated by a different method of pronunciation. Mr. Cradock-Watson has suggested that it is, after all, not a matter of very great importance that we should be able to communicate with the shade of Cicero when we meet him hereafter in the future life. Personally

I have a great deal of sympathy with that point of view. Our object is not to communicate with the shade either of Cicero or of Catiline, as the case may be. The pronunciation of Latin exists for the purpose of converse with the living, not converse with the dead; and by converse with the living I mean not necessarily conversation, but at any rate that oral intercommunication between teacher and pupils which is a practical necessity in the teaching of any language. For this purpose the reformed pronunciation, which assigns a definite and invariable value to each symbol of the alphabet, has great practical convenience. The great vice of the conventional English pronunciation is that it leads to systematic violations of quantity—*nēque*, *quīdem*, *tāmen*, *dōmus*, and so forth; in fact, all iambic words are systematically mispronounced. Moreover, my experience as a teacher in the University of Birmingham makes me feel strongly the importance of a reform which will bring us some degree of unanimity of practice, so that pupils coming from different schools will pronounce approximately in the same way. On the other hand, I should protest against any attempt to introduce a rigidly historical method of pronunciation of Latin, with all its niceties of intonation and sentence-accent. I do not refer to word-accent, which is an easy matter; and, indeed, the current pronunciation of Latin is substantially correct on this point. But as to the niceties referred to above, even if we could recover the exact pronunciation of Latin as it existed in the time of Cicero, I should think it a dangerous thing to introduce into schools; for it would be quite as difficult to teach as the pronunciation of modern French, and I believe that the difficulties which it would involve to teachers and taught would be almost fatal to the future of the study. What we want is a simple and practically useful pronunciation. The present time seems exceptionally favourable for a reform, since there is now greater unanimity in England and Scotland on the subject than has existed since the time of the Tudors.

The Board of Education has recently taken steps to encourage the reformed pronunciation in Scotland, and the question arises whether it would not be desirable that similar steps should be taken in England, with a view to giving our scheme the best possible chance of being widely adopted. I beg, therefore, to move the following resolution :—

“That the Council be instructed to draw up a memorial to the President of the Board of Education, asking him to take action towards securing the adoption of a uniform system of pronouncing Latin, according to the principles of the Classical Association, in secondary schools aided by grants from the Board.”

The Rev. Dr. A. C. HEADLAM.—It has been said that there will be much difficulty to be met with in teaching the new pronunciation to boys. I do not believe that it is there that the difficulty comes in, and I second this resolution most heartily. Those who will really be injured by the new pronunciation are people like myself, who have learned their classics in the old way and who have left off teaching them, and have no leisure or opportunity to acquire the new method. Some of the older masters, too, are opposed to this reform, as it would be a great disadvantage to them. But I personally am perfectly prepared to suffer, and I hope that they are prepared to suffer, because it will be a great advantage when uniformity is secured. I have never been able to understand why it is that public schools have been supposed to destroy interest in classical learning. They certainly did not do so in my own case. There is only one thing I look back to which I feel was a misfortune, and that was that I was not taught to use the language orally. I think that was a disadvantage. In a good classical training one should be taught to speak the language as well as to read and write it. It would be a tremendous advantage if boys were taught the aspirates in Greek in something like a scientific manner, because one of the difficulties in travelling in the East is to learn the aspirates. It certainly

brings the consonant sounds into connexion with the spoken sounds of Oriental languages generally. I am speaking of my own Oriental experience. If one had training in the pronunciation of aspirates in oral lessons it would be of immense advantage. I found this in trying Arabic. The essential point is that every single pupil should learn to speak, and you cannot give these oral lessons without uniform pronunciation. We must take every step we can to make the pronunciation uniform.

Mr. H. F. POOLEY.—If I may be allowed, I should like to say a few words. I am sorry this has been sprung upon us at the last moment. I am glad we are all unanimous on this great question of pronunciation, but I am not at all sure whether it is a wise thing to send in the resolution to the President of the Board of Education. I am myself a retired assistant secretary of that Board, and I know a great deal about its ways, and it seems to me that it is a very questionable proceeding to ask the Board of Education to take the responsibility of the new pronunciation. I am sure they would rather not have this thrust upon them, and I think that if this great and necessary reform were brought about in any way by the action of the Board of Education, both the public and the teaching profession would say they did not like this scheme being put upon them by the Board. It would be far better to work it ourselves from the inside than from without. I confess I would rather not have the responsibility of agreeing with this resolution.

Professor CONWAY.—May I make an amendment? I wish to move, sir, that this resolution, so far as it relates to the Board of Education, be referred to the Council, and that they be empowered to take action in the matter.

Professor SONNENSCHN.—We do not want an external, mechanical authority; we do not desire the application of force: but I agree that the Board of Education might very well be informed at least of the attitude of this Association—officially informed—together with such comments as may suggest themselves to the Council.

Mr. H. F. POOLEY.—I agree with what Professor Sonnenschein has said—that the Council inform the Board of Education of the decision of the Classical Association upon this question, and simply inform them of the result of our deliberations here, and then leave it to the Board of Education to do what they think fit. I feel certain that the Board of Education will not attempt to interfere in a question of this kind. They have never laid down fixed rules or principles of teaching any subject.

Professor E. V. ARNOLD.—I beg to propose the adjournment of the debate for fuller deliberation. I feel the strongest objection to invoking the aid of the State.

The CHAIRMAN.—I think it will at least meet with the approval of the meeting that the Council should communicate this scheme to the Board of Education.

Mr. H. F. POOLEY.—I think that would meet the case, but it would be a fatal mistake to go beyond that.

Professor SONNENSCHIEIN.—I beg leave, then, to withdraw my resolution.

The CHAIRMAN.—I ask the meeting to pass a vote of thanks, and to express its cordial gratitude for the courteous hospitality, both private and public, which we have received in Manchester during the past two or three days. I know what the organisation of a big business like this means, and I have also reason to know how immense has been the labour which has been bestowed by certain people. The University and the city have joined in giving us a welcome far beyond anything hoped for. The University has put at our disposal its building, it has received us in its new hall, our meetings have been graced by the presence and support of the Vice-Chancellor. No one who was present yesterday can forget that memorable scene when the Lord Mayor of Manchester added his voice to that of the University authorities in giving us welcome. I might say much about the private hospitality given to us, but I will only say this, that many who came as strangers go away

as friends. One has seen how closely united in this city are academic learning and industrial life, and we shall carry away not only the most grateful memories, but also the most hopeful encouragement for the future of our work. I therefore move a vote of cordial thanks to the University and the City of Manchester and to the Manchester Local Committee.

The vote of thanks was carried unanimously, and the proceedings ended.

In the afternoon Professor BOYD DAWKINS took a party of the members to Chester, and pointed out, while going round the walls, that there were two distinct Roman fortresses included under the name Deva. The first and the smaller, with its two main streets crossing each other nearly in the centre, occupies the south-east portion of the later and the larger. It is proved by the burials just outside its walls to belong to the period between the Roman conquest and A.D. 100. This was enlarged about A.D. 210 so as to include the old burial ground by the prolongation of the east wall northwards, and the south wall as far to the west as the Roodeye, the larger rectangle being completed by new walls on the west and on the north.

Afterwards, by the courtesy of the authorities, the fine collection of Roman remains was thrown open to the members, and a short address was given on the more important of the objects.

Note.—The chief arrangements for the Manchester Meeting were made by the Executive of the Manchester and District Branch, of which Canon Hicks was the President, Mr. H. Williamson the Treasurer, Professor Conway the Chairman of the Committee, and Miss D. Limebeer and Mr. W. J. Goodrich the Honorary Secretaries. Arrangements for hospitality were made by a committee of which Mrs. Alfred Hopkinson was the Chairman, and Mr. A. S. Warman the Honorary Secretary.

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STATEMENT OF ACCOUNTS,

	<i>Receipts.</i>	<i>£</i>	<i>s.</i>	<i>d.</i>
Balance, January 1st, 1906		477	15	1
Entrance fees (154)		38	10	0
Subscriptions for 1905, in arrear (25)		6	5	0
,, ,, 1906 (736)		184	0	0
,, ,, 1907 (57)		14	5	0
,, ,, 1908 (46)		11	10	0
,, ,, 1909 (15)		3	15	0
,, ,, life (11)		41	5	0
Dividends on investments		11	19	4
Colonial and American payments		2	18	10
Profit on American exchange		0	0	8

* Exclusive of expenses borne by the University of Manchester and the local Branch.

† Of this balance £76 10s. represents entrance fees, £102 10s. subscriptions paid in advance for 1907—1909, and £322 10s. life compositions. The account for the *Proceedings* for the year (£203 11s. 7d.) and a further account for clerical assistance (£7 10s.) were not received in time for inclusion in this statement.

£792 3 11

Examined and found correct,
(Signed) C. FLAMSTEAD WALTERS.

STATEMENT OF ACCOUNTS

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JANUARY 1ST TO DECEMBER 31ST, 1906.

<i>Expenditure.</i>				<i>£</i>	<i>s.</i>	<i>d.</i>
Printing and stationery (general)	23	1	7
Postage ... ..	...	...	...	15	18	1
Clerical assistance ... ..	...	...	...	29	4	2
Travelling expenses of members of Council...	...	...	...	27	12	8
Expenses of General Meeting in London :—	<i>£ s. d.</i>					
Printing ... ..	...	...	...	3	4	6
Use of rooms, refreshments, etc. ...	...	...	...	20	10	4
Reporting ... ..	...	...	...	15	18	0
	Total					39 12 10
Expenses of General Meeting in Manchester* :—	<i>£ s. d.</i>					
Printing ... ..	...	...	...	9	2	0
Postage ... ..	...	...	...	1	10	8
Clerical work ... ..	...	...	...	0	13	10
Reporting ... ..	...	...	...	7	13	6
Miscellaneous ... ..	...	...	...	1	13	6
	Total					20 13 6
Capitation grants to Manchester Branch ...	...	...	...	2	15	0
" " " Birmingham " ...	...	...	...	4	5	0
Curricula Committee, printing ... ..	...	...	...	10	12	6
Pronunciation " " and postage ...	...	...	...	9	13	4
Investigations " " ... ..	...	...	...	0	18	6
Spelling " " ... ..	...	...	...	1	6	0
Miscellaneous ... ..	...	...	...	0	6	3
						185 19 5
Balance, December 31 st , 1906 †:—	<i>£ s. d.</i>					
Invested in New Zealand 3½% Stock ...	...	...	...	288	15	0
On deposit ... ..	...	...	...	100	0	0
	Total invested or on deposit					388 15 0
In bank ... ..	...	...	...	222	13	0
Credit with Messrs. Murray ... ..	...	...	...	12	2	
				223	5	2
Less cheques not presented and petty cash due to Treasurer ... ..	...	...	...	5	15	8
	Total cash balance					217 9 6
						<u>£792 3 11</u>

(Signed) F. G. KENYON.

REPORT OF THE COMMITTEE ON THE PRONUNCIATION OF LATIN (AND GREEK)

At the Second General Meeting of the Association held in London on January 6th, 1905, the following Resolution was proposed by Mr. S. H. Butcher, supported by Dr. J. E. Sandys, the Public Orator of the University of Cambridge, Mr. F. M. Cornford, Honorary Secretary of the Cambridge Classical Society, and others, and after some discussion was adopted with all but complete unanimity :—

“That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland.

“That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.”

The Council accordingly sought the advice of the following representative Committee of Teachers and Scholars whose experience or special knowledge gave authority to their judgment upon the question : Mr. S. H. Butcher, Dr. R. S. Conway, Mr. C. A. A. Du Pontet, M.A., Professor Robinson Ellis, Mr. R. C. Gilson, M.A., Dr. J. P. Postgate, Dr. W. H. D. Rouse, Mr. W. G. Rushbrooke, M.A., Mr. S. E. Winbolt, M.A., and Miss M. H. Wood, M.A. Their report on the Pronunciation of Latin is embodied in the scheme sent herewith. The Committee

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is pleased to find that the Classical Association of Scotland has adopted a scheme on similar lines.

After a preliminary consideration of the Classical Association's scheme, the Philological Societies at Oxford and Cambridge, at a joint meeting held at Oxford, moved in the same direction, and adopted substantially identical proposals, which the Council of the Classical Association decided to support. The Council *appeals to all classical teachers in the United Kingdom to adopt the method of pronunciation here set forth*, and by so doing to remove the diversities and ambiguities of practice which have long been a serious obstacle to every stage, and especially to the early stages, of classical study in this country. Appended are copies of—

- (i) Latin Pronunciation Scheme of the Oxford and Cambridge Philological Societies.
- (ii) Preamble to the Report of the Pronunciation Committee of the Classical Association.
- (iii) Latin Pronunciation Scheme of the Classical Association.
- (iv) Greek Pronunciation Scheme of the Classical Association.

The following resolution will be moved on behalf of the Council :—

“That the Classical Association recommends for adoption by the teachers of Latin throughout the United Kingdom, the changes of Latin pronunciation approved by the Pronunciation Committee, and by the Philological Societies of Oxford and Cambridge.”

THE RESTORED PRONUNCIATION OF LATIN

(Scheme approved by the Philological Societies of Oxford and Cambridge)

Quantity.

In pronunciation the quantities of the vowels must be strictly observed: e.g. *labor*, not as English *labour*; *minor*, not as English *minor*; *nōta*, not as English *nōte*. This is essential for the proper appreciation, in prose, of sound, rhythm, and

distinctions of meaning (e.g. *lābor*, *lābor*); and in verse, of metre also.

Vowels.

The following is approximately the pronunciation of the vowels:—

- ā (prātum), as *a* in *fāther*, not as *a* in *māte*.
- ă (răpit), the same sound shortened, as *a* in *dha*.
- ē (mēta), as Germ. *e* in *nehmen*, not as *ee* in *mēst*.
- ē (frēta), as *e* in *frēt*, not as *ee* in *mēst*.
- ī (fido), as *ee* in *fēd* (Fr. *te* in *amte*), not as *i* in *fine*.
- ȳ (plūco), as *i* in *fī*, not as *i* in *fine*.
- ō (nōtus), as Italian *o* in *Roma*.
- ō (nōta), as *o* in *nōt* (Fr. *o* in *bette*), not as *o* in *nōte*.
- ū (tūto), as *oo* in *shoot* (Ital. *u* in *lūna*), not as *u* (*yoo*) in *acūte*.
- ū (cūtis), as *u* in *full*, not as *u* in *acūrate*, nor as *u* in *shūn*.

Diphthongs.

The sounds of the diphthongs may be arrived at by running the two component vowel-sounds rapidly together, the second being pronounced lightly. The most important are:—

- ae (portae) = *a* + *e*, nearly as *ai* in *Isaiah* (broadly pronounced), Fr. *émaîl*, not as *a* in *late*.
- au (aurum) = *a* + *u*, as *ow* in *hour* (as Ital. *au* in *flauto*), not as *aw* in *awful*.
- oe (poena) = *o* + *e*, nearly as *oi* in *boil*, not as *ee* in *feet*, nor as *a* in *late*.

In recommending these sounds for *ae* and *oe*, the Societies are guided mainly by practical considerations, since it has been found by experience that this pronunciation is of great convenience for class purposes. This was the pronunciation given them in early Latin, and they were still clearly distinct from the long *ē* in the time of Cicero, though their precise sound then is difficult to determine, and would probably be still more difficult to inculcate in an English school.

Consonants.

c, *g*, *t*, *s* are always hard.

- o* (cepi, accepi), as *o* in *cat*, not as *o* in *acid* or *accept*.
- g* (gero, agger), as *g* in *get*, not as *g* in *gibe* or *exaggerate*.
- t* (fortis, fortia), both as *t* in *native*, *fortis* not as *potential*.
- s* (sub, rosa, res), as *s* in *sit*, or *ss* in *race*, *n* *t* as *s* in *rose* or *raise*.

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i and u consonantal.

(j), e.g. *jacio*, as *y* in *you*, not as *j* in *Jack*.

u (v), e.g. *volo*, practically as *w* in *we* (Fr. *ou* in *oui*), not as *v* in *very*.

r is always trilled, even in the middle and at the end of words.

varus; *parma*, *datur* (not pronounced as Eng. *palmer*, *batter*).

Double consonants as in *vac-ca*, *Metel-lus* to be pronounced as in Italian.

PREAMBLE TO THE REPORT OF THE PRONUNCIATION COMMITTEE

In drawing up the Scheme of Latin and Greek Pronunciation the Committee have been in general guided by the following considerations:—

1. Both the discussion of the question at the meeting of the Classical Association, and the evidence before the Committee of the practice of different schools and Universities, seemed to show that there was little hope of general agreement upon a uniform scheme if its basis were sought in any one of the varieties of what has been known as "the English pronunciation." It appeared, therefore, at the outset, apart from the practical and theoretical drawbacks involved in this usage, that the Committee could not discharge the duty entrusted to it without seeking some other system. And since the old basis of English custom has thus admittedly broken down, the only other starting-point which seemed natural or expedient was the ancient pronunciation of the Romans and Athenians themselves.

2. In any attempt to frame a method for general use there are two conditions whose fulfilment appeared to the Committee to be equally desirable.

(a) On the one hand, the scheme proposed should present, if our knowledge can secure it, at least a reasonable approximation to the sounds which actually existed in ancient times; and on the other, it should avoid placing any unnecessary difficulty in the way of beginners in Latin or Greek.

The progress of philological research has made it possible to meet the first requirement. We can in the main reproduce

Accuracy. with certainty the sounds actually heard at Athens in the fourth century B.C. and at Rome in the first. The margin of doubt that remains, though from the scientific point of view it is considerable, is nevertheless, when seen from the standpoint of the practical teacher, confined within very narrow limits.

For example: some scholars may feel a doubt whether Latin *i* more nearly resembled French *i* in *livre* (= Eng. *es* in *queen*) or Italian (open) *i* in *civiltà* (= Scotch *i* in *pity*, sometimes represented by English writer as *es*, "peety"); but that it was immeasurably nearer to Eng. *es* than to the English (really diphthongal) *i* in *line*, *tide*, etc., is clearly demonstrable and universally admitted.

(b) In the second place, after careful discussion, and, in the case of Latin, the experience of some thirty years, the Committee

Ease of feel that the scheme proposed offers no difficulty
acquisition. that can reasonably be called serious; certainly none so baffling as the confusions of the "English" method. In the oral work of a class, in particular, it has been found that the adoption of the ancient pronunciation meant a great economy of labour.

3. The chief faults¹ of the method which it is now proposed to banish may be stated as follows:—

(1) Like other methods which prevail locally in various parts of Europe, the "English" fashion chiefly finds acceptance from

Defects of the the immediate convenience of giving to the symbols
local "Eng- of the Roman alphabet, and the corresponding
lish" system. symbols of the Greek, the sound which they most commonly denote when used to write English.

But even this convenience is delusive, since the pronunciation of English varies greatly in different parts of the kingdom, and, as will be seen, where the standard or London pronunciation is most carefully inculcated, there the result is, in fact, in some respects furthest from the true Latin sounds. A Scotch or Yorkshire lad will pronounce Latin *æ* much more correctly,

¹ This paragraph is adapted by permission from the Introduction to Messrs. Arnold and Conway's *Restored Pronunciation of Greek and Latin* (1895).

and distinguish it far more clearly from Latin *d*, if left to his own instincts than if trained by a cultured teacher who adopts the unreformed method.

(2) It altogether disregards historical accuracy, and accustoms the learner to fancy that languages exist as written rather than as spoken: for he is put to no trouble to discover the true sounds of the language he is studying. It is to him in a very real sense a "dead" language: he ceases or never begins to realise that by its help men and women lived, felt, and thought; and is directly encouraged in a mistake which defeats the very purpose of his education, the mistake of regarding books as something remote from life rather than as an integral part of the life of mankind, and therefore of that for which he himself is preparing.

But the local "English" method of pronouncing Latin and Greek must be condemned also on the following more definite grounds, which involve consequences smaller in themselves but obviously and immediately mischievous:—

(3) It confuses distinct sounds, and hence distinct words: e.g. *ceu* and *seu*; *caedit*, *cedit*, and *sedit*; *caesae*, *caecae*, and *esse*; *noscet*, *nosset*, and *nocet*; *Lucio*, *luceo*, and *luteo* (to say nothing of *so-lutio*); *καίται* and *χαίται*; *καὶνῆ*, *καίρη*, and *κινῶ* are pronounced alike.

(4) It obscures quantity: *mensis* (abl. plur.) is pronounced as *mensis* (gen. sing.), and very often *menea* (nom. sing.) just as *menea* (abl. sing.); *malum* (evil) and *malum* (apple) are made alike, and so *venit* (present tense) and *venit* (perfect). The same confusion occurs in the case of Greek, though not to the same extent.

These two defects largely conceal from the student the musical and rhythmical beauties of the two languages.

(5) The learner acquires by ear at the very beginning false views as to the relations of languages, and, in particular, fails to recognise the natural tie between Latin and the Romance languages. Latin *a*, instead of being pronounced as French *a*, is made to sound like French *ei*, that happening to be the common value of English *a*. In this way the interesting and, to a boy's mind, stimulating consciousness of the connexion between language and history is, for the time, at least, obscured.

4. The Committee think the present a suitable opportunity

to raise the question whether the vowel-sounds peculiar to modern English should be allowed to remain in the teaching of Greek any longer than in Latin. For if the vowels and consonants can be correctly pronounced in Vergil's *cratera*, they can in *κράτῆρ*; if in *heros*, then in *ἥρως*; if in *musa*, then in *μοῦσα*. It is true, no doubt, that to give to the Greek accents their real musical value is too difficult an art for the average schoolboy; and the Committee feel little hesitation in leaving the question on one side. But in this and some other matters mentioned below in the Greek scheme, there seems no reason why what is both true and, in practice, important, should be rejected because in other things of less practical importance either the truth or its application to practice is difficult to reach. Most of the pronunciations which are included in the Committee's proposed scheme in Greek, especially those of the vowels and diphthongs, have been long in use in more than one Scotch university, and as Professor Goodwin records (in the Preface to the seventh edition of his Greek Grammar) are adopted with something like uniformity in America.

5. It may perhaps be felt that the effort needed to introduce the method here advocated into schools and Universities where the "English" method is still current is in itself an embarrassment. But this difficulty is steadily decreasing. The Cambridge Philological Society's pamphlet, which as long ago as 1879 urged the reform of Latin pronunciation, has had a wide influence; the University of Wales has adopted a restored pronunciation of both Greek and Latin, and accepted it in Latin of all candidates for its Matriculation, for the last ten years; and recently the Association of Assistant Masters has by resolution advocated the same reform. The Committee venture to hope that all friends of classical studies will loyally support the Classical Association in its attempt to free the study of Greek and Latin from the entanglements of an irrational, though time-honoured, usage, which have at length become a serious burden.

*The reforms
proposed in
Greek.*

*Difficulty of
the transition.*

THE RESTORED PRONUNCIATION OF LATIN

(Classical Association Scheme)

A. PRIMARY POINTS

The following points are those which it is a matter of practical importance to impress upon students of Latin from the outset.

Quantity.

In pronunciation the quantities of the vowels must be strictly observed: e.g. *lābor*, not as English *lābel*; *mīnor*, not as English *mīnor*; *nōta*, not as English *nōte*. This is essential for the proper appreciation, in prose, of sound, rhythm, and distinctions of meaning (e.g. *lābor*, *lābor*); and in verse, of metre also.

Vowels.

The following is approximately the pronunciation of the vowels:—

- ā (prātum), as *a* in *fāther*, not as *a* in *māte*.
- ă (rāpit), the same sound shortened, as *a* in *dha*.
- ē (mēta), as *e* in *māte* (Fr. *é* as in *blé*), not as *ee* in *mēst*.
- ĕ (frēta), as *e* in *frēt*, not as *ee* in *mēst*.
- ī (fīdo), as *ee* in *fēd* (Fr. *é* in *amie*), not as *i* in *fine*.
- ȳ (plūco), as *i* in *fīt*, not as *i* in *fine*.
- ō (nōtus), as *o* in *nōte* (or nearer Italian *o* in *Roma*).
- ŏ (nōta), as *o* in *nōt* (Fr. *o* in *botte*), not as *o* in *nōte*.
- ū (tūto), as *oo* in *shoot* (Ital. *u* in *lūna*), not as *u* (yew) in *acūte*.
- ŭ (cūtis), as *u* in *full*, not as *u* in *acōrate*, nor as *u* in *shūn*.

In all cases the vowels are nearer to the Continental than to the English sounds.

Diphthongs.

The sounds of the diphthongs may be arrived at by running the two component vowel-sounds rapidly together, the second being pronounced lightly. The most important are:—

- ae (portae) = $\overset{a}{+}e$, nearly as *ai* in *Isaiah* (broadly pronounced), Fr. *émail*, not as *a* in *late*.
- au (aurum) = $\overset{a}{+}u$, as *ou* in *hour* (as Ital. *au* in *fiasto*), not as *aw* in *awful*.
- oe (poena) = $\overset{o}{+}e$, nearly as *ei* in *boil*, not as *ee* in *feet*, nor as *a* in *late*.

N.B.—In recommending these sounds for *ae* and *oe*, the

Committee is guided mainly by practical considerations, since it has been found by experience that this pronunciation is of great convenience for class purposes. The Committee regards it as clear that this was the pronunciation given them in early Latin, and that they were still clearly distinct from the long *e* in the time of Cicero, though their precise sound then is difficult to determine, and would probably be still more difficult to inculcate in an English school.

Consonants.

c, g, t, s are always hard, and never vary in pronunciation.

c (cepi, accepi), as *c* in cat, not as *e* in acid or accept.

g (gero, agger), as *g* in get, not as *g* in gibe or exaggerate.

t (fortis, fortia), both as *t* in native, fortis not as potential.

s (sub, rosa, res), as *s* in sit, or *se* in race, not as *s* in rose or raise.

Similarly when compounded—

x (exul) = ks, as in extract, not gx.

bs (urbs) = ps, not bx.

They are hard even before i.

c (facio), as *c* in cat, not as *s*, nor as *sh*: e.g. condicio = conditio not condishio, nor condishio.

g (tangit), as *g* in get, not as *g* in gibe.

t (fortia, ratio), as *t* in native, not as *t* in nation.

s (sponsio), as *s* in sponsor, not as *s* in responses or conclusions.

i and u consonantal.

i (j), e.g. jacio, as *y* in you, not as *j* in Jack.

u (v), e.g. volo, practically as *w* in we (Fr. *ou* in *oui*), not as *v* in very.

r is always trilled, even in the middle and at the end of words.

rarus; parma, datur (not pronounced as Eng. palmer, latter).

Double consonants are separately pronounced as in Italian, one in one syllable, the other in the other: e.g. *vac-ca*, *pul-lus*.

B. SECONDARY POINTS

Diphthongs.

Rare { ui (huic) = $\widehat{u+i}$, as Fr. *lui*.
 eu (heu) = $\widehat{e+u}$, nearly as English *ew* in *new*.
 ei (ei, interj., or Pompēi, voc. of Pompeius) = $\widehat{e+i}$, as *ey* in *grey*,
 not as *i* in *dine*.

Accent.

If the penultimate syllable is long, it has the accent; if the penultimate syllable is short, the antepenultimate has the accent—*e.g.* *negáret*, *agréstibus*.

The accented syllable was pronounced with greater force as well as on a higher note; but the differentiation in force was considerably less than in English. The separate syllables of a Latin word should be more evenly and distinctly pronounced than in English, and more nearly as in French.

C. ADDITIONAL POINTS

A (and afterwards B) should be mastered by the pupil.

There are other points which should always be observed by the teacher. These are set forth in—

- (i) PRONUNCIATION OF LATIN IN THE AUGUSTAN PERIOD.
Cambridge Philological Society. Deighton, Bell & Co.,
Cambridge. (3*d.*)
- (ii) THE RESTORED PRONUNCIATION OF GREEK AND LATIN.
Arnold and Conway. Cambridge Univ. Press. (1*s.*)

GREEK PRONUNCIATION

(*Classical Association Scheme*)

A. PRIMARY POINTS

Quantity.

As in Latin, the quantities of the vowels should be strictly observed. For example, the short vowels in *πατήρ*, *τίνα*, *χόρος*, *ἴδωρ*, should be carefully distinguished from the long vowels in *φῶτερία*, *κῆνῶ*, *χώρα*, *ὑμεῖς*.

Vowels.

ā and ǣ, ī and ȳ, ē and o (the last two being always short) may be pronounced as the corresponding vowels in Latin.

η (long open e) as è in Fr. *il mène*

(nearer Eng. *ea* in *bear* than *ey* in *grey*).

ω (long open o) as o in Fr. *encore*

(nearer Eng. *os* in *broad* than Eng. *o* in *bone*).

υ as Fr. *ù* in *de pain*.

ῦ as Fr. *û* in *la vue* or Germ. *ü* in *grün*,

Diphthongs.

$\alpha = \alpha + i$ as Eng. *ai* in *Isaiah*.

$\alpha = o + i$ as Eng. *oi* in *oil*.

$u = u + i$ as Fr. *ui* in *lui*.

In φ γ φ the first vowel was long, and the second only faintly heard.

α . The precise sound of α is difficult to determine, but in Attic Greek it was never confused with φ till a late period, and to maintain the distinction clearly it is perhaps necessary to allow English students to pronounce it as Eng. *eye*, recommending them, however, to form the first vowel as near the front of the mouth as possible. In fact, it must have been nearer to Fr. *é* in *passé*.

$\alpha u = \alpha +$ (primitive Greek and) Lat. u , as Eng. *ow* in *gown*, Germ. au in *Haus*.

$\alpha v = \alpha +$ Lat. u , nearly as Eng. *ow* in *few*.

αv as Eng. *oo* in *moon*, Fr. *ou* in *route*.

Consonants.

π , β , τ , δ , κ , and γ as p , b , t , d , c or k , and g respectively in Lat.; except that γ before γ , κ , and χ is used to denote the nasal sound heard in Eng. *ankle*, *anger*.

ρ , λ , μ , ν as Lat. r , l , m , n .

σ , s always as Lat. s (Eng. s in *mouse*), except before β and μ , where the sound was as in Eng. *rosebush*, *rosemary*.

The Committee do not see their way to suggest any alteration in the current pronunciation of the aspirates.

APPENDIX

MEMORIAL ON THE TEACHING OF GREEK SENT TO THE HEAD MASTERS' CONFERENCE AND TO THE HEAD MASTERS' AND ASSISTANT MASTERS' ASSOCIATIONS.

IN accordance with a resolution adopted at the General Meeting of the Classical Association held on October 13th, 1906, in Manchester, I beg to call your attention to the following resolution, which was passed almost unanimously at a General Meeting of the Classical Association held in London on January 6th, 1906 :—

“That in the lower and middle forms of boys’ public schools Greek should be taught only with a view to the intelligent reading of Greek authors.”

There must be many head masters who, while anxious to maintain the traditions of a classical education unimpaired, recognise the dangers that beset it owing to the conflicting claims of other interests and subjects, and who would therefore be willing to consider proposals which would make it easier to reconcile these claims with the essential requirements of a classical education. We therefore very respectfully submit the above resolution to your earnest consideration, and append a few words of comment thereon.

The resolution does not touch the traditional method

of teaching Latin. Studied on strictly grammatical lines, and combined with early training in English, Latin provides a sufficient discipline for certain faculties of the mind, and it seems unnecessary from the point of view of mental gymnastics to duplicate this training by a similar method of teaching another classical language. In former days, when there were fewer claims on the time available, it may have been a sound policy to enforce the disciplinary teaching of Greek accidence, syntax, and composition side by side with the disciplinary teaching of Latin; but this system devoted so much time and energy to the mere mechanism of language, that the majority of pupils failed to reach the level of literature.

Our hope is that, by lightening the burden of grammar, it may be possible at a comparatively early age to lead boys to appreciate the interest and beauty of the great Greek classics, and that head masters may find it easier to convince boys of average ability, as well as their parents, that Greek is a subject worth studying. Such a method would surely be welcomed by many form masters, who would gladly accept the new obligation of lifting their pupils to see and feel the living grace and strength of the masterpieces of Greek literature.

At the same time, in recommending that Greek should occupy a different position in the scheme of teaching from that occupied by Latin, we are not to be understood to recommend a wholly non-grammatical method of teaching. Our belief is rather in the possibility of simplifying the teaching of both accidence and syntax in such a way as to make it subservient to the practical aim of reading the classics. Steps have already been taken in this direction,

both at home and abroad, and we believe that a larger measure of simplification is quite practicable whereby attention should be directed, in the first instance, only to what is of prime importance for the purposes of reading. Our contention, in fact, is not that Greek grammar should disappear, but that it should be studied from a different point of view and by somewhat different methods. Experience has shown that pupils who approach the study of Greek with a competent knowledge of Latin as a support are able to master the essentials of grammar with rapidity and ease.

It is clear that many of the details of grammar often insisted upon in examination papers would by this method be ignored at an early stage of teaching. On the other hand, pupils educated on this system would not find it difficult at a later stage to fill up any gaps thus left in their knowledge partly on the basis of the conscious and unconscious inductions which they would have formed in the course of their wider reading, partly by reference to a systematic grammar in which details of forms and constructions are enumerated.

It would not be a fair criticism of the method here indicated to say that boys might as well read their Greek classics in an English translation. Who would compare the facility with which a boy's mind slides over the pages of a translation, however graceful and scholarly, with the stimulating tension of mind which may be excited by the effort to understand and appreciate the original Greek? The method which we advocate should issue in the capacity for scholarly and accurate translation on the part of the pupils, and not in a mere general apprehension of the sense.

Greek composition in both prose and verse is much easier

than Latin, and will present but moderate difficulty to those who have read a good deal of Greek.

In conclusion, we call attention to the fact that the Board of Examinations of the University of Cambridge, in response to a petition of the Classical Association that the separate Greek grammar paper in the Previous Examination should be abolished, has recommended :—

“(a) That the separate paper at present set on Greek and Latin grammar be discontinued in Part I. of the Previous Examination ; (b) that the time allowed for the two papers on Greek and Latin classics be increased from $2\frac{1}{2}$ hours to 3 hours in order that more questions in grammar may be set than at present, the questions in grammar to be such as arise from, or are suggested by, the passages given for translation ; (c) that the papers set on the alternatives to the Greek and Latin classics be similarly lengthened with the same object ; and (d) that these changes shall first take effect at the examination to be held in October 1907” (*The Times*, November 28th, 1906).

Signed on behalf of the Classical Association,

S. H. BUTCHER, *President*.

Jan. 1st, 1907.

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RULES

*Adopted at the first General Meeting of the Association, May 28th, 1904;
Amended at the General Meeting, January 6th, 1906.*

1. The name of the Association shall be "THE CLASSICAL ASSOCIATION."

2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular:—

(a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;

(b) To improve the practice of classical teaching by free discussion of its scope and methods;

(c) To encourage investigation and call attention to new discoveries;

(d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.

3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be *ex officio* members of the Council.

4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.

5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.

6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.

8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.

9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.

10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.

11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905, and one-third in 1906.

12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.

13. The list of *agenda* at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.

14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.

15. Ordinary members shall be elected by the Council.

16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.

17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.

18. The Council shall have power to remove by vote any member's name from the list of the Association.

19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

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February, 1907

. *This list is compiled from information furnished by Members of the Association, and Members are requested to be so kind as to send immediate notice of any CHANGE in their addresses to Prof. W. C. F. WALTERS, 3, Douglas House, Maida Hill West, London, W., with a view to corrections in the next published List. The Members to whose names an asterisk is prefixed are Life Members.*

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- CHETTLE, H., M.A., Stationers' School, Hornsey, N.
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- CLARK, *Rev. R. M.*, M.A., Denstone College, Staffs.
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- CLARKE, *Rev. E. W.*, B.A., Gresham's School, Holt, Norfolk.
- CLAXTON, J. A., B.A., Grammar School, Doncaster.
- CLAY, *Miss A. M.*, Lady Margaret Hall, Oxford.
- COBBE, *Miss A. M.*, B.A., The Island, Newbury.
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NAMES AND ADDRESSES OF MEMBERS 99

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- DAVID, *Rev. W. H.*, M.A., Head Master, Kelly College, Tavistock.
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- DAYNES, J. N., Magdalen College, Oxford.
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- DOYLE, J. A., M.A., Pendarren, Crickhowel.
- *DREYDALE, *Miss M.*, B.A., King's Lea, Kemerton, Tewkesbury.
- DU PONTET, C. A. A., M.A., Englefield, Harrow.

NAMES AND ADDRESSES OF MEMBERS 101

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- *DYMOND, *Miss O.*, High School for Girls, Bolton.
- DYSON, *Rev. F.*, M.A., St. John's College, Cambridge.
-
- EALAND, *Mrs. J. M.*, Hillmarton, St. James's Park, Bath.
- ECKERSLEY, J. C., M.A., Ashfield, Wigan.
- EDEN, *The Rt. Rev. G. R.*, D.D., Lord Bishop of Wakefield,
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NAMES AND ADDRESSES OF MEMBERS 103

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 GREENE, Wilfred A., Christ Church, Oxford.
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*HAIGH, P. B., B.A., c/o Messrs. Grindlay, Groom & Co.,
 Bombay, India.

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- HENDY, F. J. R., M.A., School House, Bromsgrove.
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WARD, C. H., M.A., Technical College, Huddersfield.

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- WARD, W. W., B.A., Bosloe, near Falmouth.
- WARDALE, J. R., M.A., Clare College, Cambridge.
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- WARNER, *Rev.* W., M.A., Christ Church, Oxford.
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- WORLEY, *Miss* M. L., M.A., High School for Girls, Oxford.
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- WORRELL, *Mrs.* Janet, B.A., Crimsworth, Whalley Range, Manchester.
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- WYNNE-EDWARDS, *Rev.* J. R., M.A., Grammar School, Leeds.
- WYSE, W., M.A., Halford, Shipston-on-Stour.
- YOUNG, F. S., M.A., The College, Bishop's Stortford, Herts.
- YOUNG, *Miss* M. S., North London Collegiate School, N.W.
- YOUNG, R. Fitzgibbon, M.A., The University, Leeds.
- YULE, *Miss* A. F., F.S.A.S., Tarradale, Ross-shire.
- ZIMMERN, A. E., B.A., New College, Oxford.
- ZIMMERN, *Miss* D. M., Oakhill Drive, Surbiton.

TOPOGRAPHICAL LIST OF MEMBERS

(This is an index intended for reference only. For full titles the alphabetical list should be consulted. Names marked * denote the Local Correspondent for the place or district.)

ENGLAND

BEDFORDSHIRE—

- Bedford* . . . Belcher, Miss E. M.
 Davies, E. J. Llewellyn.
 King, J. E.
 Marsh, W.
 Robinson, F. P. G.
 Westaway, F. W.
Woburn Sands . Whibley, C.

BERKSHIRE—

- Abingdon* . . . Ashwin, Rev. R. F.
 Barker, E. J. P. Ross.
 Layng, Rev. T.
 Moore, Rev. W.
 Stone, Rev. E. D.
 Tatham, M. T.
Bradfield Coll. . Gray, Rev. H. B.
 Irvine, A. L.
 Vince, J. H.
Maidenhead . . Oldershaw, L. R. F.
Newbury . . . Cobbe, Miss A. M.
 Sharwood-Smith, E.
Pangbourne . . Devine, Alex.
Radley College . Field, Rev. T.
 James, L.
Reading . . . Eppstein, Rev. W. C.
 Roscoe, H. W. K.
Wellington Coll. . Upcott, E. A.
Wokingham . . . Ledgard, W. H.
 Mansfield, E. D.
 Warre, Rev. E.

BUCKINGHAMSHIRE—

- Eton College* . Alington, Rev. C. A.
 Austen-Leigh, E. C.
 Blakiston, C. H.
 Booker, E. P. L.
 Bowlby, Rev. H. T.
 Brinton, H.
 Broadbent, H.

BUCKINGHAMSHIRE—continued

- Eton College* . Cattley, T. F.
 (continued) Chitty, Rev. G. J.
 Churchill, E. L.
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 Grace, J. F.
 Goodhart, A. M.
 Headlam, G. W.
 Hornby, Rev. J. J.
 Impey, E.
 Kindersley, R. S.
 Lubbock, S. G.
 Luxmoore, H. E.
 Lyttelton, Hon. and
 Rev. E.
 Macnaghten, H.
 Radcliffe, Rev. R. C.
 *Ramsay, A. B.
 Rawlins, F. H.
 Slater, E. V.
 Stone, E. W.
 Tatham, H. F. W.
 Vaughan, E. L.
 Wells, C. M.
 Whitworth, A. W.
Slough . . . Welsh, Miss E.
Stoke Poges . . Parry, E. H.
Wycombe Abbey . Daniel, Miss C. I.
 Dove, Miss J. F.
 Lang, Miss H. M.

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 Ridgeway, Prof. W.
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Christ's College . Campbell, S. G.
 Hales, G. T.
 Pelle, J.
 *Rackham, H.
 Skeat, Rev. Prof. W. W.

CAMBRIDGESHIRE—continued

Cambridge—continued

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*Wardale, J. E.
- Corpus Christi College* Streane, Rev. A. W.
- Emmanuel Coll.* Adam, J.
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Giles, P.
- Glinton College* . *Jex-Blake, Miss K.
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- King's College* Browning, O.
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Glover, T. E.
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Gutch, C.
Mayor, Rev. Prof. J.
E. B.
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Sikes, E. E.
- Solwyn College* Kirkpatrick, Rev.
A. F.
Williams, W. N.

Stidney Sussex College

- Trinity College* *Edwards, G. M.
Sleeman, J. H.
Butler, Very Rev. H.
Montagu.
Cornford, F. M.
Duff, J. D.
Fraser, J. G.
Gaye, E. K.
*Harrison, E.
Hicks, E. D.
Image, J. M.
Jackson, Prof. H.
Jenkinson, F. J. H.

CAMBRIDGESHIRE—continued

Cambridge—continued

- Trinity College* Parry, Canon R. St. J.
(continued) *Postgate, J. P.
Bennie, W.
Stanton, Rev. Prof.
V. H.
Verrall, A. W.
Wright, W. Aldia.

- Cambridge* Adam, Mrs. A. M.
Bunsen, Mrs. de.
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Bury, Rev. R. G.
Butler, Mrs. H. M.
Dunlop, Miss M. M.
Flather, J. H.
Gibson, Mrs.
Giles, Prof. H. A.
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Hayes, B. J.
Heathcote, W. E.
Hutchinson, Miss W.
M. L.
Jones, W. H. S.
Kennedy, Miss J. E.
Kennedy, Miss M. G.
Leighton, R. L.
Lewis, Mrs.
Macfarlane - Grieve,
W. A.
Powell, Miss H. L.
Rackham, Mrs.
Rapeon, Prof. E. J.
Rouse, W. H. D.
Steen, W. P.
Taylor, J. H.
Thompson, E. S.
Verrall, Mrs. M. de G.
Ely Blakeney, E. H.
Chase, Rt. Rev. F. H.,
D.D., Bishop of Ely.

CHESHIRE—

- Alderley Edge* Williams, L. Stanley.
- Altrincham* Johnson, Miss L. A.
- Birkenhead* Baines, Miss K. M.
- Bowdon* Gray, Mrs.
- Chester* Day, Miss K.
Hubback, Miss C. J. M.
- Nantwich* Jones, H. L.
- Sale* Fanner, Miss G.
- Stockport* Wigglesworth, Miss E.
- Wallasey* Tottenham, Miss E. L.
- Wilmslow* Goodier, Mrs. M. A.
Thompson, Alderman
Joseph.

CORNWALL—

- Bosistoew Treven.* . . . Bubbs, Rev. C. S.
Falmouth . . . Ward, W. W.

CUMBERLAND—

- Carlisle* . . . Williams, Rev. G. H.
St. Bees . . . Lewis, Rev. F.

DERBYSHIRE—

- Chatsworth* . . . Strong, Mrs. S. A.
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Matlock Bath . . . Watkins, Miss L. B.
New Mills . . . Hallowell, G. N.
Repton . . . Cattley, Rev. A.
 Ford, Rev. L. G. B. J.

DEVONSHIRE—

- Exeter* . . . Purdie, Miss F. M.
Plymouth . . . Colson, F. H.
Twistock . . . David, Rev. W. H.
Tivignmouth . . . Veysey, W. B.
Torquay . . . Howard, Rev. A. W.

DORSET—

- Sherborne* . . . King, H. R.

DURHAM—

- Darlington* . . . Fuller, Miss B. B.
 Massingham, A.
 Smith, A. J.
Durham . . . Bramwell, W. H.
 How, Rev. J. H.
 Jevons, Principal F. B.
 Kynaston, Rev. Prof.
 Lefroy, Miss Florence.
 MacKenzie, Rev. H. W.
 Walker, Rev. D.

ESSEX—

- Braintree* . . . Courtauld, G., Junr.
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Chigwell School . . . Swallow, Rev. R. D.
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Woodford
Green . . . Guthkelch, A.

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 Steele, Miss A. E.
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Southsea . . . Hewetson, J.
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 *Cruikshank, Rev. A.
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Sharpley, H.

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Vaughan, M.
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Wright, Rev. H. C.
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Hitchin . . . King, J.
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Stevenage . . . Bertram, J.
Tring . . . Beasley, T. E.
Ware . . . Burton, Rev. Edwin.
Ward, Canon B.

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KENT—

- Ashford* . . . Austin, Alfred.
Beckenham . . . Berridge, Miss E. H.
Tanner, Miss L. K.
Bowley Heath . . . Mason, Miss D.
Blackheath . . . See LONDON.
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Hogarth, Miss M. I.
Loly, G.

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Galpin, Rev. A. J.
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Eastry . . . Northbourne, Lord.
Eltham College . . . Rubie, Rev. A. E.
Folkestone . . . Edginton, C.
Jelf, C. B.
Footsray . . . Pearce, J. W. E.
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Margate . . . Healop, W.
Rochester . . . Genner, Miss G. B.
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Newcomb, Miss E.
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Ritchie, F.
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Tunbridge Wells . . . Tancock, Rev. C. C.
Bull, Rev. B. A.
Honnywill, M. J.

LANCASHIRE—

- Ashton-on-*
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Ashton-under-
Lyme . . . Griffith, F. L.
Blackburn . . . See STONYHURST.
Blackpool . . . Sarson, Arnold.
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Dymond, Miss O.
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Henn, Mrs.
Kidd, E. S.
Lipscomb, W. G.
Richard, Miss K. A.
Castleton . . . Ormerod, J.
Lancaster . . . Watson, Rev. H. A.
Liverpool . . . Bevan, Miss F. E.
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Fletcher, Frank.
Hartley, E.
MacNaughton, D. A.

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Liverpool . . . *Strong, Prof. H. A.
(continued) (University).

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Ashworth, Miss H. A.
Bruton, F. A.
Burstall, Miss S. A.
Carter, Rev. T. N.
Clarke, Miss E. M.
Conway, Prof. E. S.
Conway, Mrs.
Cran, Miss L.
Crompton, Miss A.
Crozier, W. P.
Dakers, H. J.
Dawkins, Prof. W.
Boyd.
Dawkins, Miss E.
Boyd.
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Ermen, W.
Goodrich, W. J.
Guppy, H.
Hall, Joseph.
Henry, Brother E.
Herford, Miss C.
Hewart, G.
Higgins, Rev. P.
Hogg, Prof. H. W.
Hopkinson, Alfred.
Hopkinson, J. H.
Hughes, C.
Kelly, Canon.
Kelsey, C. E.
Knott, O.
Knox, Rt. Rev. E.
(Bishop of Manchester).
Lamb, Prof. H.
Limebeer, Miss D.
Love, Miss J.
MacInnes, J.
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Massey, Mrs.
Montague, C. E.
Montague, Mrs.
Moulton, Rev. J. H.
Norwood, G.
Paton, J. L.
Peake, Prof. A. S.
Roby, A. G. and Mrs.
Sadler, Prof. M. E.
Scott, Dr. John.
Sharp, Rev. D. S.
Sidebotham, H.
Simon, Mrs. H.

LANCASHIRE—continued

Manchester . . . Sinclair, Sir W. J.
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Strachan, Prof. J.
Sutton, E.
Warburton, F.
Warman, A. S.
Waterlow, S.
Welldon, Rt. Rev.
Bishop J. E. C.
Williamson, H.
Worrall, Mrs. Janet.
Newton Heath . . . Horsfall, A.
Oldham . . . Gregory, Miss A. M.
Rossall School . . . Furneaux, L. B.
Nicklin, Rev. T.
Taylor, G. M.
Tyler, C. H.
Way, Rev. J. P.
Salford . . . Casartelli, Rt. Rev. L.
O. (Bishop of Salford).
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Stonyhurst . . . Browne, Rev. J.
Davis, Rev. H.
Donovan, Rev. J.
May, T.
Plater, Rev. C. D.
Wigan . . . Eckersley, J. C.

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Rudd, G. E.
Russell, B. W. N.
Sloane, Miss E. J.
Went, Rev. J.
Market Harborough . . . Hammond, F.
Oadby . . . Billson, C. J.

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Horncastle . . . Walter, Rev. J. Conway.
Lincoln . . . Fox, F. W.
Wickham, Dean.
Louth . . . Worrall, A. H.
Stamford . . . Priestly, Miss E.

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Morton, Miss A.
Blackheath H.S. . . . Gadsden, Miss F. M.
Sanders, Miss A. F. E.
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Spilsbury, A. J.

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 Givern, R. L.
Colfe Gr. Sch. . . . Bell, W. S.
 Lucas, J. W.
Dulwich Coll. . . . Hose, H. F.
Dulwich H. S. . . . Silcox, Miss L.
Goldsmiths' Ins. . . . Loring, W.
 Redmayne, J. F. S.
Hampstead . . . Linnell, Miss (Private
 School).
 Marshall, Rev. and
 Mrs. D. H. (The
 Hall).
Highgate Gr. S. . . . Lamb, J. G.
James Alleyne's
School Coulter, Miss.
Kenmare Sch. . . . Hawkins, C. V.
Kensington Park
High School . . . Heppel, Miss E. A.
King's College . . . Headlam, Rev. Dr.
 A. C.
 Legg, Rev. S. C. S.
 *Walters, Prof. W. O. F.
 " Coll. Sch. . . . Hales, J. F.
 Smith, Douglas.
 Wotherspoon, G.
Merchant
Taylor's Sch. . . . Atkey, F. A. H.
 Bamfylde, F. G.
 *Morley, A. M.
 Nairn, Rev. J. A.
 Stobart, J. C.
 Wells, G. H.
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legiate Sch. . . . Armstead, Miss H.
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Notting Hill
High School . . . Gavin, Miss E.
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School Bennett, Miss M. A.
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School Gray, Miss F.
 Bogers, Miss M. D.
St. Paul's Sch. . . . Botting, C. G.
 Cholmeley, R. F.
 Coles, P. B.
 Gould, T. W.

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 Pendlebury, C.
 Phillips, J. L.
 Willson, T. I. W.
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 Rapeon, Prof. E. J.
Univ. Coll. Sch. . . . Carpenter, B. S.
 Felkin, F. W.
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 Smedley, J. F.
 Tanner, R.
London Anderson, Y.
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 Bailey, J. C.
 Baker-Penoyre, J. ff.
 Balcarres, Lord.
 Balfour, Rt. Hon.
 Gerald.
 Barker, Miss E. Ross.
 Barnett, P. A.
 Baxter, Miss B. F. N.
 Beeching, Canon H.
 Bell, E.
 Bell, Rev. Canon G. C.
 Bennett, Mrs. A. H.
 Benson, R. H.
 Bonser, Right Hon.
 Sir J. W.
 Bradley, Prof. A. C.
 Bridge, Admiral Sir C.
 Brigstocke, W. O.
 Burne-Jones, Sir P.
 Butcher, J. G.
 Butcher, S. H.
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 Chambers, E. J.
 Chapman, John.
 Cohen, H.
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 Crawley, J. A.
 Curson, Rt. Hon. Lord.
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 Duckworth, Canon R.
 Ernst-Browning,
 Judge W.
 Edaile, A. J. K.
 Eve, H. W.
 Farwell, Mr. Justice.
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 Geikie, Sir Archibald.
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 Gurney, Miss M.
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 Hill, G. F.
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 Horton-Smith, L.
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 Hutton, Miss C. A.
 Hutton, Miss E. P. S.
 Johnson, G. W.
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 count.
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 Richmond, O. L.
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Thompson, F. E.
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Warner, G. F.
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Watson, Miss J.
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Sidgwick, A.

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Mavrogordato, J. N.

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Harvey, Rev. H. A.
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Pope, Mrs.
Pope, G. H.
Rhys, Miss M.
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Scott, G. R.
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Pickering, T. E.

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Richards, F.
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- Milverton* Mills, Miss B. T.
- Wells* Jex-Blake, The Very
Rev. T. W.
- Weston-super-*
Mare Battiscombe, E. M.
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Ipswich . . . Elliston, W. R.
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Lowestoft . . . Phillips, Rev. W. Rich-
mond.
Southwold . . . Fleming, Miss A.

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Caterham . . . Watkins, Rev. P. M.
Charterhouse
School . . . Bryant, Rev. E. E.
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Longworth, F. D.
Page, T. E.
Rendall, Rev. G. H.
Romanis, Rev. W. F. J.
Cheam School . . . Tabor, A. S.
Claygate . . . Armitage, N. C.
Cranleigh Sch. . . . Allen, Rev. G. C.
Antrobus, G. L. N.
Croydon . . . Davis, Miss E. J.
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Epsom . . . Fry, Miss E. B.
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Esher . . . Kelaart, W. H.
Guildford . . . Lea, Rev. E. T.
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Rhodes, James.
Kew . . . Bernays, A. E.
Kingston Hill . . . Mayor, Rev. J. B.
Leatherhead . . . Purton, G. A.
Limpfield . . . Jackson, C.
Oxted . . . Hardcastle, H.
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Streatham . . . Brough, Miss L.
Surbiton . . . Millard, V. C. H.
Worters, Miss E. B.
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Tadworth . . . Killiman, G. D.
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Wimbledon . . . Hales, J. F.
Woking . . . Smith, Canon I.
Gregory.

SUSSEX—

Arundel . . . Balfour, R.

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Thomson, H. R.
Williams, Rev. F. S.
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Hove . . . Carson, H. J.
Davies, Miss C. H.
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Rutherford, Rev. W. G.
Midhurst . . . Howard, G. A. S.
St. Leonard's . . . Soulbey, T. H.
Shoreham . . . Tower, B. H.
Udimore . . . Nowers, G. P.
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Worthing . . . Johnson, Rev. G. H.

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ton.
Dunstall, Miss M. C.
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(Bishop of Birming-
ham).
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Measures, A. E.
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Parkinson, Rt. Rev.
Monsignor.
Quelch, Miss K.

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 Payne - Smith, Rev.
 W. H.

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Warwick . . . Davies, Robert.
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Stour . . . Wyse, W.
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 Wilson, Rev. Canon.

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Hull . . . Goos, W. N.
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 J. R.
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 Thomas, N. H.

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 Ure, P. N.
 Waugh, J.

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 K.
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 Dixon, Prof. W. M.
Glenalmond . . Hyslop, Rev. A. R. F.
Polmont Orange, Miss B.
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Tarradale . . . Yule, Miss A. F.

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GERMANY—

Halle-on-der-Saale . . . Robert, Prof. Dr. C.

ITALY—

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Campbell, Prof. L.
Harper, Miss E. B.

Florence . . . Benn, A. W.
Steele, J. P.

Rome . . . Ashby, T., Junr.

MEDITERRANEAN—

Cyprus . . . Cobham, C. D.
Jasonidy, O. J.

SWITZERLAND—

Davos Platz . . . Haggard, W. R.
Lausanne . . . Woolrych, H. R.

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CANADA—

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Kingston . . . Anderson, Prof. W. B.
Cannon, Prof. J.

Montreal . . . Peterson, Principal W.

Toronto . . . *Auden, Prof. H. W.
Smith, Prof. G. O.
Taylor, Miss A. M.

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Norwalk . . . Harström, O. A.

U.S.A. MICHIGAN—

Wenley, Prof. B. M.

U.S.A. NEW HAMPSHIRE—

Exeter . . . Helm, Dr. N. W.
Kirtland, Prof. J. C.

AMERICA—continued

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Poughkeepsie . . . *Leach, Miss Abby.
Schoenectady . . . Ashmore, Prof. S. G.

U.S.A. VIRGINIA—

Charlottesville . . . Fitzhugh, Prof. T.

ASIA

INDIA—

Bombay . . . Haigh, P. B.
Haigh, Mrs. P. B.

Durhukungah . . . Watson, Mrs. F.

Lahore . . . Newton, C. W.

Rangoon . . . *Lee, Principal.
Wedderspoon, W. G.

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Dunedin . . . Sale, Prof. G. S.
Wellington . . . Brown, Prof. J. R.

QUEENSLAND—

Brisbane . . . Bousfield, F. S. N.

S. AUSTRALIA—

Adelaide . . . Bensley, Prof. E. von B.
Naylor, Prof. H.

W. AUSTRALIA—

Perth . . . Hutchinson, C. S.

SOUTH AFRICA

CAPE COLONY—

Cape Town . . . Lewis, G.
Port Elizabeth . . . Stevenson, Miss.

WEST INDIES

Barbadoes . . . Dalton, Rev. H. A.
Jamaica . . . Barrows, Miss M. M.

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**DRAFT ONLY, to be submitted to
General Meeting, October, 1906.**

Classical Association

REPORT OF THE COMMITTEE ON ===== THE ===== PRONUNCIATION ===== OF ===== LATIN & GREEK

OCTOBER, 1906



Oct., 1906.

REPORT OF THE COMMITTEE ON THE PRONUNCIATION OF LATIN (AND GREEK).

At the Second General Meeting of the Association held in London on January 6th, 1905, the following resolution was proposed by Mr. S. H. Butcher, supported by Dr. J. E. Sandys, the Public Orator of the University of Cambridge, Mr. F. M. Cornford, Honorary Secretary of the Cambridge Classical Society, and others, and after some discussion was adopted with all but complete unanimity:

“That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland.”

“That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.”

The Council accordingly sought the advice of the following representative Committee of Teachers and Scholars whose experience or special knowledge gave authority to their judgment upon the question,—Mr. S. H. Butcher, Dr. R. S. Conway, Mr. C. A. A. Du Pontet, M.A., Professor Robinson Ellis, Mr. R. C. Gilson, M.A., Dr. J. P. Postgate, Dr. W. H. D. Rouse, Mr. W. G. Rushbrooke, M.A., Mr. S. E. Winbolt, M.A., and Miss M. H. Wood, M.A. Their report on the Pronunciation of Latin is embodied in the scheme sent herewith. The Committee is pleased to find that the Classical Association of Scotland has adopted a scheme on similar lines.

After a preliminary consideration of the Classical Association's scheme, the Philological Societies of Oxford and Cambridge, at a joint meeting held at Oxford, moved in the same direction, and adopted substantially identical proposals, which the Council of the Classical Association decided to support. The Council *appeals to all Classical teachers in the United Kingdom to adopt the method of pronunciation here set forth*, and by so doing to remove the diversities and ambiguities of practice which have long been a serious obstacle to every stage, and especially to the early stages of Classical study in this country. Appended are copies of

- (i) : Latin Pronunciation Scheme of the Oxford and Cambridge Philological Societies.
- (ii) Preamble to the Report of the Pronunciation Committee of the Classical Association.
- (iii) Latin Pronunciation Scheme of the Classical Association.

(iv) Greek Pronunciation Scheme of the Classical Association.

The following Resolution will be moved on behalf of the Council :

“That the Classical Association recommends for adoption the changes of Latin Pronunciation approved by the Pronunciation Committee and by the Philological Societies of Oxford and Cambridge.”

THE RESTORED PRONUNCIATION OF LATIN.

(Scheme approved by the Philological Societies of Oxford
and Cambridge.)

Quantity.

In pronunciation the quantities of the vowels must be strictly observed: e.g. *lābor*, not as English *labour*; *mīnor*, not as English *minor*; *nōta*, not as English *nōte*. This is essential for the proper appreciation in prose, of sound, rhythm, and distinctions of meaning (e.g. *lābor*, *lābor*), and in verse, of metre also.

Vowels.

The following is approximately the pronunciation of the vowels.

ā (prātum), as *a* in *fāther*, not as *a* in *māte*.

ă (răpit), the same sound shortened, as *a* in *ăha*.

ē (mēta), as Ger. *e* in *nehmen*, not as *ee* in *mēet*.

ě (frěta), as *e* in *frēt*, not as *ee* in *mēet*.

i (fido), as *ee* in *fēet* (Fr. *ie* in *amie*), not as *i* in *fine*.

ī (plīco), as *i* in *fit*, not as *i* in *fine*.

ō (nōtus), as Italian *o* in *Rōma*.

ō (nōta), as *o* in *nōt* (Fr. *o* in *botte*), not as *o* in *nōte*.

ū (tūto), as *oo* in *shoot* (Ital. *u* in *lūna*), not as *u* (*yoo*)
in *acūte*.

ŭ (cūtis), as *u* in *full*, not as *u* in *accūrate*, nor as *u*
in *shŭn*.

Diphthongs.

The sounds of the diphthongs may be arrived at by running the two component vowel-sounds rapidly together, the second being pronounced lightly. The most important are:

ae (portae) = $\widehat{a + e}$, nearly as *ai* in *Isaiah* (broadly pronounced), Fr. *émaïl*, not as *a* in *lâte*.

au (aurum) = $\widehat{a + u}$, as *ou* in *hour* (as Ital. *au* in *flauto*), not as *aw* in *awful*.

oe (poena) = $\widehat{o + e}$, nearly as *oi* in *boil*, not as *ee* in *feet*, nor as *a* in *late*.

In recommending these sounds for ae and oe, the Societies are guided mainly by practical considerations, since it has been found by experience that this pronunciation is of great convenience for class purposes. This was the pronunciation given them in early Latin, and they were still clearly distinct from the long \bar{e} in the time of Cicero, though their precise sound then is difficult to determine, and would probably be still more difficult to inculcate in an English school.

Consonants.

c, g, t, s are always hard.

c (cepi, accepi), as *c* in *cat*, not as *c* in *acid* or *accept*.

g (gero, agger), as *g* in *get*, not as *g* in *gibe* or *exaggerate*.

t (fortis, fortia), both as *t* in *native*, *fortia* not as *potential*.

s (sub, rosa, res), as *s* in *sit*, or *ce* in *race*, not as *s* in *rose* or *raise*.

i and u consonantal.

i (j), e.g. *jacio*, as *y* in *you*, not as *j* in *Jack*.

u (v), e.g. *volo*, practically as *w* in *we* (Fr. *ou* in *oui*), not as *v* in *very*.

r is always trilled, even in the middle and at the end of words.

rarus; parma, datur (not pronounced as in English palmer, hatter).

Double consonants as in *vac-ra*, *Metel-lus* to be pronounced as in Italian.

PREAMBLE TO THE

REPORT OF

THE PRONUNCIATION

COMMITTEE

IN drawing up the Scheme of Latin and Greek Pronunciation the Committee have been in general guided by the following considerations :

1. Both the discussion of the question at the meeting of the Classical Association, and the evidence before the Committee of the practice of different schools and universities, seemed to show that there was little hope of general agreement upon a uniform scheme if its basis were sought in any one of the varieties of what has been known as "the English pronunciation." It appeared, therefore, at the outset, apart from the practical and theoretical drawbacks involved in this usage, that the Committee could not discharge the duty entrusted to it without seeking some other system. And since the

old basis of English custom has thus admittedly broken down, the only other starting-point which seemed natural or expedient was the ancient pronunciation of the Romans and Athenians themselves.

2. In any attempt to frame a method for general use there are two conditions whose fulfilment appeared to the Committee to be equally desirable.

(a) On the one hand, the scheme proposed should present, if our knowledge can secure it, at least a reasonable approximation to the sounds which actually existed in ancient times; and on the other, it should avoid placing any unnecessary difficulty in the way of beginners in Latin or Greek.

Conditions of a satisfactory re-form: Accuracy and ease of acquirement.

The progress of philological research has made it possible to meet the first requirement. We can in the main reproduce with certainty the sounds actually heard at Athens in the fourth century B.C. and at Rome in the first. The margin of doubt that remains, though from the scientific point of view it is considerable, is nevertheless, when seen from the standpoint of the practical teacher, confined within very narrow limits.

Accuracy.

For example: some scholars may feel a doubt whether Latin *i* more nearly resembled French (close) *i* in *livre* (= Eng. *ee* in *queen*) or Italian (open) *i* in *civiltà* (= Scotch) *i* in *pity* soometimes represented by English writers as *ee* "peety"); but that it was immeasurably nearer to Eng. *ee* than to the English (really diphthongal) *i* in *line*, *tide*, etc., is clearly demonstrable and universally admitted.

(b) In the second place, after careful discussion, and, in the case of Latin, the experience of some thirty years, the Committee feel that the scheme proposed offers no difficulty that can reasonably be called serious,—certainly none so baffling as the confusions of the “English” method. In the oral work of a class, in particular, it has been found that the adoption of the ancient pronunciation meant a great economy of labour.

*Ease of
acquisition.*

3. The chief faults¹ of the method which it is now proposed to banish may be stated as follows :

(1) Like other methods which prevail locally in various parts of Europe, the “English” fashion chiefly finds acceptance from the immediate convenience of giving to the symbols of the Roman alphabet, and the corresponding symbols of the Greek, the sound which they most commonly denote when used to write English.

*Defects of the
local “English”
system.*

But even this convenience is delusive, since the pronunciation of English varies greatly in different parts of the kingdom, and, as will be seen, where the standard or London pronunciation is most carefully inculcated, there the result is, in fact, in some respects furthest from the true Latin sounds. A Scotch or Yorkshire lad will pronounce Latin *ŭ* much more correctly, and distinguish it far more clearly from Latin *Ń*, if left to his own instincts than if trained by a cultured teacher who adopts the unreformed method.

¹ This paragraph is adapted by permission from the Introduction to Messrs. Arnold and Conway's *Restored Pronunciation of Greek and Latin* (1895).

(2) It altogether disregards historical accuracy, and accustoms the learner to fancy that languages exist as written rather than as spoken : for he is put to no trouble to discover the true sounds of the language he is studying. It is to him in a very real sense a "dead" language : he ceases or never begins to realise that by its help men and women lived, felt, and thought : and is directly encouraged in a mistake which defeats the very purpose of his education, the mistake of regarding books as something remote from life rather than as an integral part of the life of mankind and therefore of that for which he himself is preparing.

But the local "English" method of pronouncing Latin and Greek must be condemned also on the following more definite grounds, which involve consequences smaller in themselves but obviously and immediately mischievous :

(3) It confuses distinct sounds, and hence distinct words : e.g., *ceu* and *seu*, *caedit*, *cedit* and *sedit*, *caesae*, *caecae* and *sese*, *noscet*, *nosset* and *nocet*, *Lucio*, *luceo* and *luteo* (to say nothing of *so-lutio*), *κεῖται* and *χαίται*, *καίνῃ*, *καίνῃ* and *κινῶ* are pronounced alike.

(4) It obscures quantity: *mensis* (abl. plur.) is pronounced as *mensis* (gen. sing.), and very often *mensa* (nom. sing.) just as *mensa* (abl. sing.): *malum* (evil) and *malum* (apple) are made alike, and so *venit* (present tense) and *venit* (perfect). The same confusion occurs in the case of Greek, though not to the same extent.

These two defects largely conceal from the student the musical and rhythmical beauties of the two languages.

(5) The learner acquires by ear at the very beginning false views as to the relations of languages, and, in particular, fails to recognise the natural tie between Latin and the Romance languages. Latin *a*, instead of being pronounced as French *a*, is made to sound like French *ei*, that happening to be the common value of English *a*. In this way the interesting and, to a boy's mind, stimulating consciousness of the connexion between language and history, is for the time, at least, obscured.

4. The Committee think the present a suitable opportunity to raise the question whether the vowel sounds peculiar to modern English should be allowed to remain in the teaching of Greek any longer than in Latin. For if the vowels and consonants can be correctly pronounced in Vergil's *cratera*, they can in *κρατήρ*; if in *heros*, then in *ἥρως*; if in *musa*, then in *μοῦσα*. It is true, no doubt, that to give to the Greek accents their real musical value is too difficult an art for the average schoolboy; and the Committee feel little hesitation in leaving the question on one side. But in this and some other matters mentioned below in the Greek scheme, there seems no reason why what is both true and, in practice, important, should be rejected because in other things of less practical importance either the truth or its application to practice is difficult to reach. Most of the pronunciations which are included in the Committee's proposed scheme in Greek, especially those of the vowels and diphthongs, have been long in use in more than one Scotch university, and as Professor Goodwin records (in the Preface to the 7th edition of his Greek Grammar) are adopted with something like uniformity in America.

5. It may perhaps be felt that the effort needed to introduce the method here advocated into schools and universities where the "English" method is still current is in itself an embarrassment. But this difficulty is steadily decreasing. The Cambridge Philological Society's pamphlet, which as long ago as 1879, urged the reform of Latin pronunciation, has had a wide influence; the University of Wales has adopted a restored pronunciation of both Greek and Latin, and accepted it in Latin of all candidates for its Matriculation, for the last ten years; and recently the Association of Assistant Masters has by resolution advocated the same reform. The Committee venture to hope that all friends of classical studies will loyally support the Classical Association in its attempt to free the study of Greek and Latin from the entanglements of an irrational, though time-honoured usage which have at length become a serious burden.

*Difficulty of
the
transition.*

CLASSICAL ASSOCIATION OF ENGLAND AND WALES.

The Restored Pronunciation of Latin.

A. PRIMARY POINTS.

The following points are those which it is a matter of practical importance to impress upon students of Latin from the outset.

Quantity.

In pronunciation the quantities of the vowels must be strictly observed: e.g. *lābor*, not as English *lābel*; *mīnor*, not as English *mīnor*; *nōta*, not as English *nōte*. This is essential for the proper appreciation in prose, of sound, rhythm, and distinctions of meaning (e.g. *lābor*, *lābor*), and in verse, of metre also.

Vowels.

The following is approximately the pronunciation of the vowels.

ā (prātum), as *a* in *fāther*, not as *a* in *māte*.

ă (răpit), the same sound shortened, as *a* in *ăha*

ē (mēta), as *a* in *māte* (Fr. *é* as in *blé*), not as *ee* in *mēet*.

ě (frěta), as *e* in *frēt*, not as *ee* in *mēet*

- ī (fīdo), as *ee* in *fēed* (Fr. *ie* in *amie*), not as *i* in *fine*.
 ĭ (plīco), as *i* in *fīt*, not as *i* in *fine*.
 ō (nōtus), as *o* in *nōte* (or nearer Italian *o* in *Rōma*).
 ō (nōta), as *o* in *nōt* (Fr. *o* in *botte*), not as *o* in *nōte*.
 ū (tūto), as *oo* in *shoot* (Ital. *u* in *lūna*), not as *u* (*yew*)
 in *acūte*.
 ŭ (cūtis), as *u* in *full*, not as *u* in *accūrate*, nor as *u* in
shūn.

In all cases the vowels are nearer to the Continental than to the English sounds.

Diphthongs.

The sounds of the diphthongs may be arrived at by running the two component vowel-sounds rapidly together, the second being pronounced lightly. The most important are :

- ae (portae) = $\widehat{a+e}$, nearly as *ai* in *Isaiah* (broadly pronounced), Fr. *émail*, not as *a* in *lāte*.
 au (aurum) = $\widehat{a+u}$, as *ou* in *hour* (as Ital. *au* in *flauto*), not as *aw* in *awful*.
 oe (poena) = $\widehat{o+e}$, nearly as *oi* in *boil*, not as *ee* in *feet*, nor as *a* in *late*.

N.B. In recommending these sounds for ae and oe, the Committee is guided mainly by practical considerations, since it has been found by experience that this pronunciation is of great convenience for class purposes. The Committee regards it as clear that this was the pronunciation given them in early Latin, and that they were still clearly distinct from the long *ē* in the time of Cicero, though their precise sound then is difficult to determine, and would probably be still more difficult to inculcate in an English school.

Consonants.

c, g, t, s are always hard, and never vary in pronunciation.

c (*cepi, accepi*), as *c* in *cat*, not as *c* in *acid* or *accept*.

g (*gero, agger*), as *g* in *get*, not as *g* in *gibe* or *exaggerate*.

t (*fortis, fortia*), both as *t* in *native*, *fortia* not as *potential*.

s (*sub, rosa, res*), as *s* in *sit*, or *ce* in *race*, not as *s* in *rose* or *raise*.

Similarly when compounded—

x (*exul* = *ks*, as in *extract*, not *gz*).

bs (*urbs*) = *ps*, not *bz*.

They are hard even before *i*.

c (*facio*), as *c* in *cat*, not as *s*, nor as *sh*: e.g. *condicio* = *condikio*, not *condisio*, nor *condishio*.

g (*tangit*), as *g* in *get*, not as *g* in *gibe*.

t (*fortia, ratio*), as *t* in *native*, not as *t* in *nation*.

s (*sponsio*), as *s* in *sponsor*, not as *s* in *responsions* or *conclusions*.

i and *u* consonantal.

i (*j*), e.g. *jacio*, as *y* in *you*, not as *j* in *Jack*.

u (*v*), e.g. *volo*, practically as *w* in *we* (Fr. *ou* in *oui*), not as *v* in *very*.

r is always trilled, even in middle and at end of words.

rarus; *parma, datur* (not pronounced as English *palmer, hatter*).

Double consonants are separately pronounced as in Italian, one in one syllable, the other in the other: e.g. *vac-ca, pul-lus*.

B. SECONDARY POINTS.

Diphthongs.

Rare { ui (huic) = $\widehat{u+i}$, as Fr. *lui*.
eu (heu) = $\widehat{e+u}$, nearly as English *ew* in *new*.
ei (ei, interj., or Pompēi, voc. of Pompeius) = $\widehat{e+i}$, as
ey in *grey*, not as *i* in *dine*.

Accent. If the penultimate syllable is long, it has the accent; if the penultimate syllable is short, the antepenultimate has the accent, e.g. *negāret*, *agrēstibus*.

The accented syllable was pronounced with greater force as well as on a higher note; but the differentiation in force was considerably less than in English. The separate syllables of a Latin word should be more evenly and distinctly pronounced than in English, and more nearly as in French.

C. ADDITIONAL POINTS.

A (and afterwards B) should be mastered by the pupil.

There are other points which should always be observed by the teacher. These are set forth in

- (i) PRONUNCIATION OF LATIN IN THE AUGUSTAN PERIOD.
Cambridge Philological Society. Deighton, Bell and Co., Cambridge. (3d.)
- (ii) THE RESTORED PRONUNCIATION OF GREEK AND LATIN.
Arnold and Conway, Cambridge Univ. Press. (1s.)

Greek Pronunciation.

A. PRIMARY POINTS.

Quantity.

As in Latin, the quantities of the vowels should be strictly observed. For example, the short vowels in *πατήρ*, *τίνω*, *χόρος*, *ἵδωρ*, should be carefully distinguished from the long vowels in *φράτρια*, *κίνῶ*, *χώρα*, *ὑμεῖς*.

Vowels.

ā and *ǣ*, *ī* and *î*, *ε* and *ο* (the last two being always short) may be pronounced as the corresponding vowels in Latin.

η (long open *e*) as *è* in Fr. *il mène*
(nearer Eng. *ea* in *bear* than *ey* in *grey*).

ω (long open *o*) as *o* in Fr. *encore*
(nearer Eng. *oa* in *broad* than Eng. *o* in *bone*).

υ as French *û* in *du pain*.

ῠ as French *û* in *la vue* or Germ. *ü* in *grün*.

Diphthongs.

$ai = a + i$ as Eng. *ai* in *Isaiah*.

$oi = o + i$ as Eng. *oi* in *oil*.

$ui = u + i$ as Fr. *ui* in *lui*.

In α η ψ the first vowel was long, and the second only faintly heard.

ϵi . The precise sound of ϵi is difficult to determine, but in Attic Greek it was never confused with η till a late period, and to maintain the distinction clearly it is perhaps necessary to allow English students to pronounce it as Eng. *eye*, recommending them, however, to form the first vowel as near the front of the mouth as possible. In fact it must have been nearer to Fr. *éi* in *passée*.

$av = a +$ (primitive Greek and) Lat. *u*, as Eng. *ow* in *gown*, Germ. *au* in *Haus*.

$\epsilon v = \epsilon +$ Lat. *u*, nearly as Eng. *ew* in *few*.

ou as Eng. *oo* in *moon*, Fr. *ou* in *route*.

Consonants.

π , β , τ , δ , κ and γ as *p*, *b*, *t*, *d*, *c* or *k* and *g* respectively in Lat. ; except that γ before γ , κ and χ is used to denote the nasal sound heard in Eng. *ankle*, *anger*.

ρ , λ , μ , ν as Lat. *r*, *l*, *m*, *n*.

σ , ς always as Lat. *s* (Eng. *s* in *mouse*), except before β and μ , where the sound was as in Eng. *rosebush*, *rosemary*.

The Committee do not see their way to suggest any alteration in the current pronunciation of the aspirates.

11-11-11

the 1990s, the incidence of *S. flexneri* has increased in the United Kingdom [10]. In the United States, *S. flexneri* has been reported to be the most common serotype of *S. flexneri* isolated from children with acute colitis [11].

There is a paucity of data on the epidemiology of *S. flexneri* in the United Kingdom. In the 1980s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [12]. In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [13]. In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [14].

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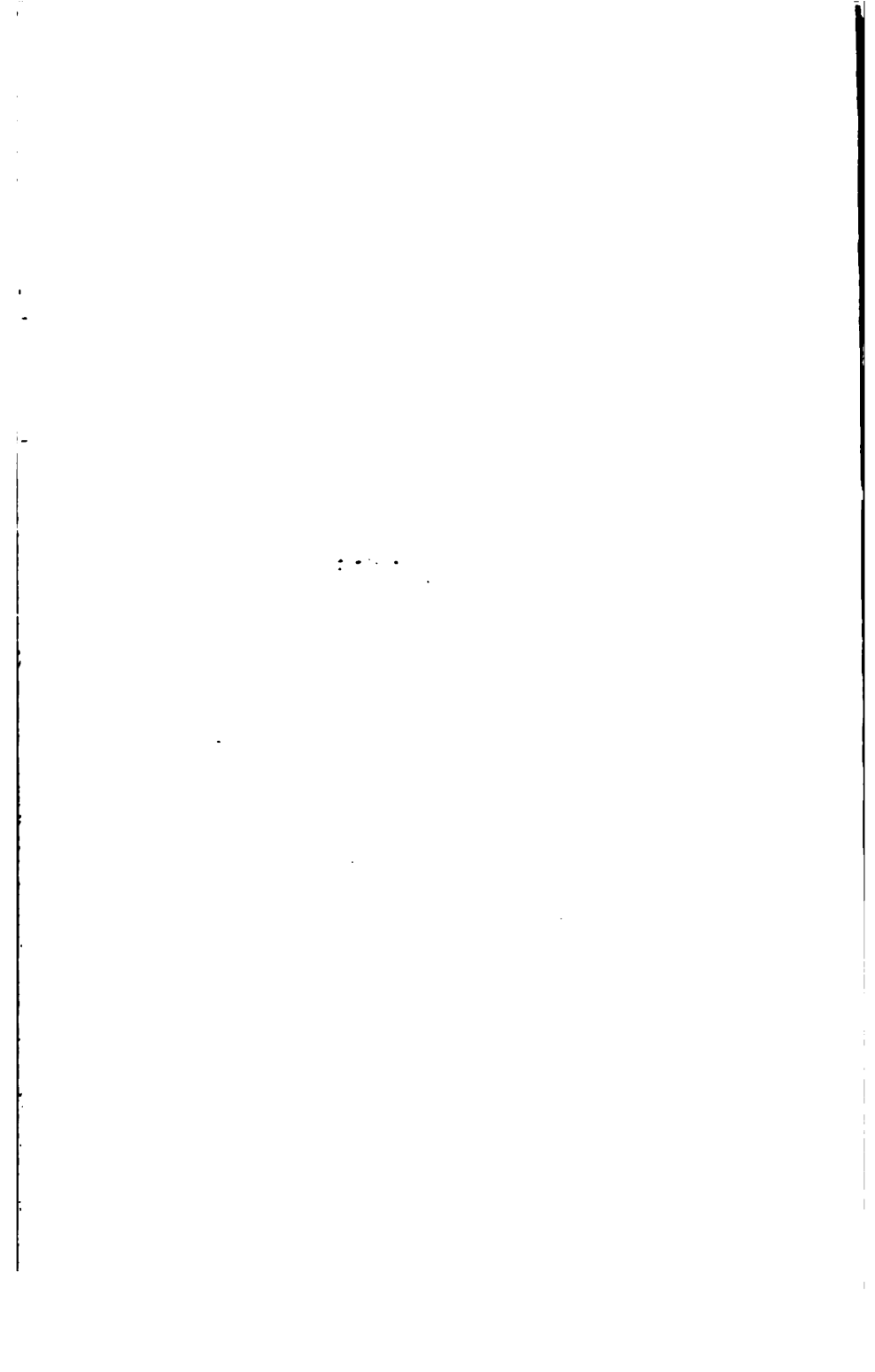
In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [19]. In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [20]. In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [21].

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In the 1990s, *S. flexneri* was the most commonly isolated serotype of *S. flexneri* from children with acute colitis in the United Kingdom [28].







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